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ABSTRACT

A study investigated patterns in phonological errors occurring in the speaker's second language in both formal and informal speaking situations. Subjects were three adult learners of English as a second language, including a native Spanish-speaker and two Asians. Their speech was recorded during diagnostic testing (formal speech) and in everyday contexts (informal speech) and analyzed for phonemic interference from the first language using principles of both contrastive analysis theory and error analysis theory. Results support the use of contrastive analysis for this purpose, showing variability in error patterns linked to first language. Further research with a larger sample and a wider variety of first languages is recommended. Contains 31 references. (MSE)

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ED 435 170

Interlanguage Variation: A Point Missed?

A Thesis

By

Bradley Scott Tice

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ABSTRACT

The aims of this thesis are to evaluate the concept of systematicity in the context of variability and fossilization in interlanguage as it relates to the L1 to L2 transfer of phonemes in both the formal and informal L2 environment. The methodology employed is the analysis of three different ESL, English as a Second Language, speaker's phoneme patterns taken from recorded speech in a formal setting. From this a list of transfer phoneme errors can be ascertained in context to a formal L2 reading 'discourse' of speech that is also analyzed against informal L2 speech that is recorded by the means of a personal tape recording device.

From this a record of L2 phonemes can be evaluated from both an informal and formal L2 environment. The results proved the value of the strong hypothesis for the theory of Contrastive Analysis as it was 100% accurate in predicting error types, but error rates were not regularly predictable because of limited sample size. Variability was validated in context to L2 phonemic variety but systematicity was not present as a regularly occurring statistically based quantity as only a random or 'chaotic' sampling of phoneme error rates was recorded.

In conclusion future studies with a larger sample group size and wider L1 to L2 variety would help establish a more accurate statistical base on error rates of phonemes. This can also be expanded to include other aspects of L2 phonology in both the informal and formal L2 environments.

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Acknowledgement

To all of those who have, over the years, taken such pains to make the simple complex and the complex simple.

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It could well turn out that its alleged difficulties are due to the way it has been presented rather than to anything in the phenomena itself.

David Brazil*

*Brazil, D. "Designing an integrated pronunciation course." IATEFL Speak Out! January 1996 Number 17 page 5.

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Introduction

There is little doubt that different levels exist in what has been termed interlanguage and that these levels can be categorized according to various aspects of language use and acquisition. The thesis will examine the work most closely associated with Tarone and the concept of systematicity and interlanguage variability. The topic will examine the standards and assumptions set up by interlanguage systematicity and variability in defining SLA, Second Language Acquisition, standards in ESL, English as a Second Language, phonology. From this a model of such ESL standards can be used to illustrate a practical system of ESL phonological evaluation at all levels of the interlanguage.

The research project has a two tier bases from which to evaluate the data. The first is the phonemic error type and rate of L1 to L2 speech. This is solid empirical research and data collection. The second is the socio-linguistic factors effecting this transfer process. This is associated with the process of interlanguage variation an systematicity. All phonemic symbols represent IPA standards or equivalents.

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Chapter 1

Interlanguage Variation

The term interlanguage was first coined by John Reinecke in his classic Master's Thesis Language Dialect in Hawaii in which he refers to interlanguage as a non-standard variety of a first or second language used by a sub-group gradually paralleling the norms of the standard group (Larsen-Freeman and Long, 1991: 74). Interlanguage was later defined by Selinker (1972) as a separate linguistic system that was underlying the target language's norm (Tarone, 1983:146). Selinker rejected the use of some elicitation tasks in obtaining data for the study of interlanguage while others, Schachter, Tyson and Diffley (1976) argued that grammatical intuitions must be used to characterize interlanguage (Tarone, 1983: 146).

From this three paradigms arise on what are the best data to use to characterize interlanguage.

1. Homogeneous Competence Paradigm which has as a basis 8 assumptions; linguistic competence, language behavior, linguistics data, interlanguage competence, internalization,

variability, universals, and uniqueness.

2. Capability Continuum Paradigm which has 3 main points in that there is no one single-style of speaker, styles of a speaker can be arranged on a continuous dimension defined by attention to speech and that in the vernacular style is where there is the most regular and systematic of phonological and grammatical patterns.

3. Dual Competence Paradigm has at it's core two knowledge systems; unconscious knowledge and metalinguistic knowledge, guides of behavior, data, internalization, variability, universals, and uniqueness.

From these 3 paradigms a kind of linquistic system theorized as an underlying model of these interlanguage utterances 'must' be able to account for this variability (Tarone, 1983: 159). This Neo-Contrastive Analysis hyperboil renews the quest for 'that what is seen is what is processed' and although can be a sound body of SLA data acquisition it is still too early to be designing parameters of interlanguage theories.

Regardless, the real question confronting interlanguage is not

the data but rather the application of existing data to interlanguage norms and how those norms are to be defined. In a nutshell, the question is can the L2 student use the interlanguage in both informal and formal L2 environments given a specific level of development along the interlanguage continuum?

If the desired level of speech production is in both formal and informal L2 environments, then such environments must be models for the L2 student and the interlanguage will use variability and systematicity as 'tools' to get to the target or native level of language proficiency. This may seem like a glib over generalization but in addressing the problem it is the only solution that has any merit.

Speech has two basic language functions. The transactional function that is primarily concerned with the transfer of information and the interactional function were the primary purpose of speech is the maintenance of social relationships (Nunan, 1989: 27). Even within the concept of speech there are two basic distinctions when comparing the development of speech skills. This is the difference between a dialogue and a monologue. The difference between an uninterrupted oral

presentation and the interactional and transactional speech when speaking to one or more persons (Nunan, 1989: 27)

Contextual variability concerns itself with the variable performance that can be explained with reference to either the linguistic or the situational context of use (Ellis, 1985:75)

Chapter 2

Phonology in Interlanguage

Phonology in interlanguage research parallels that of syntax and morphology (Huebner, 1985 and Tarone, 1985) in that it can be defined by variability and systematicity in the interlanguage. As an issue of primary psychological interest is the question of why is it that pronunciation often remains problematic even for advanced learners of the second language (Tarone, 1980a: 139). Tarone goes on to state "Indeed, adult learners often report that matters of "accent" may continue to mark them as non-native speakers long after fine points of syntax, semantics, or even style have been mastered. What is the cause of this phenomenal "fossilization" of phonology?"(Tarone, 1980a: 140) Two possible schools of thought on this problem are the Physiological Habit Formation and the Psychological Explanations.

The Physiological Habit Formation is a theory that the muscles and nerves have been encoded with specific sound patterns for years that new acquisition properties have become dormant and unresponsive to new stimuli (Tarone,

1980a: 140). This process can be paralleled with the brain functions and maybe tied with Lenneberg's (1967) theory of cortical function laterialization although Krashen (1973) have found that laterialization occurs well after the 'critical period' in learning a language (Tarone, 1980a: 140).

The second theory is the Psychological Explanation which suggests that the end of the critical period is related to the on-set of formal operations as theorized by Inhelder and Piaget that abstract thought of the world during teenage years produces inhibitions to 'natural' language learning (Tarone, 1980a: 140). Another psychological explanation is that a form of Psychological Habit Formation occurs in that the learner's speech perception and production have become permanently influenced by the first language phonology so that psychologically they will be unable to perceive or produce a new phonology without great difficulty (Tarone, 1980a: 140).

In communication strategies there is the concept of 'foreigner talk' that is the modification of the speech of one of the interlocutors, the native speaker, as opposed to communication strategies that are, by definition, a joint

attempt of both interlocutors to agree on a meaning. Communication strategies are described with functional terms and foreigner talk is defined with linguistic terms (Tarone, 1980b: 422)

Tarone purports that the interlanguage functions like a natural language and states "If we assume with Adjenian (1977) that interlanguage (IL) is a natural language, then we must assume that IL behaves essentially like all other languages in this respect. (Tarone, 1979: 181)" Tarone uses the five axioms of Labov (1969), that are used to define a natural language, and test them to the interlanguage to see if they apply (Tarone, 1979: 181). The following are a list of the Five Axioms.

1. Axiom One: Style Shifting. There are no single pattern or style speakers. Every individual speaker shifts linguistic and phonetic variables as the social situation and topic changes. Most linguistic literature shows style shifting and that different phonological and grammatical patterns change with different contexts (Tarone, 1979: 182).

2. Axiom Two: Attention. It is possible to mark the range of

styles of a speaker along a continuous dimension defined by the amount of attention paid to speech. Interlanguage, as a natural language, consists of a continuous range of styles which are defined by the degree of attention paid to speech (Tarone, 1979: 183).

3. Axiom Three: Vernacular. This is where the minimum amount of attention is given to speech and where the most regular and systematic phonological and grammatical patterns are evident. Speech patterns will move from the subordinate to the super-ordinate in an irregular and unsystematic fashion (Tarone, 1979: 183).

4. Axiom Four: Formality. When a speaker is systematically observed, a formal context is defined and the speaker is more attentive than the minimum amount of attention to speech. A formal situation is one where a subject is systematically observed (Tarone, 1979: 186).

5. Axiom Five: Good Data. The best way to obtain good data is by an individual tape-recorded interview: a formal context. Tarone states that only in a formal environment can a subject be recorded and hence the formal context of the environment

(Tarone, 1979: 188).

From these five axioms Tarone has concluded that 'how' the data is reported is of primary importance and has outlined four factors in procedures for obtaining good data (Tarone, 1979: 188).

a.) Task: Clear definitions on what the subject was asked to do and why.

b.) Interlocutors: Who was present in the experimental situation with the subject.

c.) Physical Surroundings: Formal or informal surroundings.

d.) Topic: What was the topic of discussion?

Only when these variables are clearly specified can systematic data be produced that will replicatable in an empirical sense (Tarone, 1979: 189). In using these five axioms to evaluate Tarones cited example of variability and systematicity, Dickerson and Dickerson, 1977) the parameters of this variability and systematicity come into question.

In Axiom One-Style Shifting Tarone states "IL phonology

varies systematically with different testing situations". The reason for this variation maybe the environment the L2 was acquired in and that a formal translational and imperative conversational speech training would not initiate spontaneous or free speech acquisition, let alone an environment for such an analysis in the first place. How the L2 was learned is as important as what was learned.

Axiom Two-Attention Tarone states "We must take more care in careful description of the experimental situations in which our data originate so that we can clearly establish whether this hypothesized continuum of styles exists, or whether IL consists simply of two opposing modes of monitored or unmonitored language" (Tarone, 1979: 183). IL speech will always be considered monitored or unmonitored simply by the presence or absence of a third party researcher. By definition this will always be the case. The real question of gradations of IL speech, i.e. a continuum, can, for the purposes of a modeling an IL pattern from the L1 to the L2, be established on a theoretical level up until the data proves otherwise.

Axiom Three-Vernacular Tarone cites Gatbauton (1975) as evidence of style-shifting toward the TL norm in formal

speech, and away from it in less formal speech (Tarone, 1979: 184). She also cites Felix (1977) that much less interference in this 'spontaneous' speech than in speech produced in more formal experimental situations (Tarone, 1979: 184). It must be commented on that the Felix study (1977) was done in a family/home environment and that this can hardly be considered a environment free of the 'observer's paradox' in that it was observed by a third party and that such 'spontaneous' interactions were all in the company of a third party researcher that must, by implication, made most of the 'free speech' a more formal form of address and not a vernacular in the concept envisioned by Labov.

From this same article Tarone goes on to state: "My hypothesis is that the IL is functioning as a subordinate language variety, and that therefore the vernacular style of this variety is more regular then the formal style, in keeping with Labov's Third Axiom cited above. The Interlanguage rule system seems to become more permeable in formal language situations- permeable to invasion from the superordinate rule system of the target language" (Tarone, 1979: 184-185). Tarone continues "It would seem that, for a variety of reasons,

second-language acquisition researchers should attempt to study the vernacular as it occurs in informal situations" (Tarone, 1979: 185).

What is important about this commentary is that little or no information is given about the type of training these L2 students are given in the studies cited and this not only counters Tarones Fifth Axom: Good Data, it also raises the question to the true nature of the parameters given on the bases of the data collected for the variability and systematicity of these specific L2 phonological features. If the vernacular in informal situations is to be observed, or at least recorded, then one of the current voice activated personal tape recorders would at least minimize the 'observer's paradox' and allow for a reasonable record of the vernacular L2 speech production in informal environments. If this could be used to train for 'spontaneous' or free conversation L2 environments, then the informal training and hence, acquisition of the TL sound pattern could be obtained in the L2 student. With more emphases on the training and acquisition of informal L2 environments, the corresponding increase of TL sound patterns in informal speech situations

should rise to those of the formal L2 patterns.

Axiom Four-Formality Tarone states "We are not consistent in what we mean by "formal context" and "informal context", and this has hurt the field when we have tried to make sense out of data generated in our studies (Tarone, 1979: 186). The study by Felix (1977) is a point in case in that the family/home environment can be questioned as being a informal environment for 'vernacular' speech in as much that formal speech is normally used in such an environment especially in the family homes of Germany (Tarone, 1979: 184). The consistency for informal/formal environments must also be extended to using other peoples studies as well in the citation and designs using such studies.

Axiom Five-Good Data Tarone states "Hence the paradox. If we get good recorded data, we get bad data in the sense that the speaker has focused attention on speech and style-shifted away from the vernacular, which is the most systematic IL style and therefore what we may want to study (Tarone, 1979: 188). Technology may have a part in limiting this 'observer's paradox' in that a small personal voice activated tape

recording device would, over a period of time and in hectic or otherwise stressful situations, produce ideal vernacular L2 speech styles in informal situations. This would greatly reduce the problems associated with the 'observer's paradox' and could be a starting point to developing L2 informal training environments that would enhance the acquisition of the ideal TL speech pattern in informal language situations.

Watson has defined four properties that make up the tasks facing learning the phonetics and phonology of a single language (Bialystok, 1991:27).

a). Learn to recognize distinct, but non-invariant acoustic patterns.

b). Deduce the set of oppositions which constitute the phonological structure of the language.

c). Associate the acoustic patterns with the phonological system, despite the non-invariance of the former.

d.) Master the correct articulatory routines to produce acoustic patterns which satisfy other native speakers as being adequate realizations of different phonemes.

Corder (1973) has defined four stages of errors associated with language (Brown, 1987:175-176).

1.) Random Errors-Learner only vaguely aware that there is some systematic order to a particular class of items.

2.) Emergent Stage-Learner growing in consistency in linguistic production.

3.) Systematic Stage-Learner is now able to manifest more consistency in producing the second language.

4.) Stabilization Stage-Learner has relatively few errors and has mastered the system to the point that fluency and intended meanings are not problematic. This is the point were learners stabilize too fast, allowing minor errors to slip by undetected and thus manifest fossilization of their language. Fossilized items are those ungrammatical or incorrect items in the speech of a learner which develop first positive affective feedback then positive cognitive feedback, reinforcing an incorrect form of language (Brown, 1987: 187).

Chapter 3

The Problem

The main problem with definitions of variability and systematicity in interlanguage is that it is a continuous process that is measured in various contexts, some of which are clear and others that are not. Tarone has stated that the interlanguage student will be either super-ordinate, in which most of the attention is paid to language form, or to the vernacular style, were the least attention is paid to language form.

The problem here is really a question of target language competence rather than a static level of language development, i.e. fossilization, in that interlanguage is a process towards a target language, usually the native speaker level of the L2, and problems associated with this are just a level of that interlanguage continuum and are more an area of social and cultural knowledge rather than a error with the interlanguage.

A case example is the pronunciation of the [r] phoneme by

Japanese ESL students in which recordings of this sound are almost 100% correct in dialogue reading or word-list reading but is 50% when in free speech (Tarone, 1982:74-75). Tarone concludes that this systematic, or rule governed, process is a variability rule for the [r] of Japanese ESL students in predicting precise percentages of target-like attention in speech in reading and the half of this percent in the target-like level of free speech.

Tarone concludes that the free speech demands attention away from language form to cognitive function and that there is a dichotomy in language form and function at the interlanguage level. There is nothing special about this fact and can be considered just another point on the interlanguage continuum. The real problem arises with the question of pronunciation evaluation and acquisition. If a formal setting and non-spontaneous reactions are the sole criteria of defining levels of target language or native levels of the L2 then only those areas of language use will be examined (Tarone, Swain and Fathman, 1976).

If, as is clearly shown by the results obtained by Dickerson and Dickerson (1977), that the need for different language

training and evaluation environments to broaden the scope of the ESL student's interlanguage use and acquisition environment is necessary, then it is really a question of expanding training and evaluation rather than an interlanguage sticking point.

As Holiday has stated about the situation with world English: "On the world scale of English language education the propensity for breakdown in communication is enormous" and much of this is due in large part to language training programs rather than language education programs (Holliday, 1994: 3). Nunan feels that such methodologies that depart from real-world communication tasks will only allow the learners to produce language only for those or similar tasks and such a methodology will not facilitate transfer of language learning and be, in effect, a form of language training rather than language education, i.e. progressive acquisition skills (Nunan, 1988: 80). Nunan is also clear than no real point-to-point empirical study has been done to mark which methodologies work and which methodologies do not perform under such conditions (Nunan, 1988: 81).

Another point Nunan makes about language education is that it is 'desirable' to have language curricula contain explicit statements about the nature of language and of language learning as a whole (Nunan, 1988: 32). Nunan makes the claim that while some assumptions of concepts are a part of the curriculum, they are not always clear or even stated (Nunan, 1988: 32). Nunan points to the lack of certainty on the part of the theoretical and applied linguists about 'how' the curriculum should be designed because there is such wide disparity between language acquisition theories to choose from in designing such a curriculum (Nunan, 1988: 32).

In studies cited by Ellis (1985) on interlanguage phonology four studies reflect a similar pattern of variability and systematicity in interlanguage. Dickerson (1975) examined the [z] phoneme in the speech of ten ESL Japanese student over a 9 month period. The three part test examined free speech, dialogue reading and word-list reading. The following chart reflects the results

% ERRORS	TEST TYPE
Most Errors	a. Free Speech
Middle Errors	b. Dialogue Reading
Least Errors	c. Word-List Reading

The results showed that the target language variants of the variants linguistically closest to it in situations where they were able to audio-monitor their speech, and those variants linguistically distant from the correct target language form in situations where audio-monitoring was not possible (Ellis, 1985: 81-82). In the Schmidt study (1977) it was noted that the learners did exactly the same in L2 English as they did in L1 Arabic, where they also style-shifted from relative low to high frequency in the use of [th] sounds, depending on whether they were speaking colloquial situations, or classical Arabic associated with formal situations (Ellis, 1985: 82).

They accurately use the English [th] sounds in formal and informal tasks (Ellis, 1985:82). Beebe (1980) Thai subjects produced less instances of the TL sound [r] in formal situations than in informal occasions. Used the prestige Thai [r] variant, which they associated with formal use in their own language, in their formal English (Ellis, 1985: 82). This study proved that incorrect phonemic listening skills maybe variable according to incorrect social transfer of the L1 skills to the L2 situations (Ellis, 1985: 82). A more comprehensive training program focusing on individual phonemic qualities

and accurate listening and production drills would have alleviated this problem. Schmidt (1977) has a similar problem with the same remedy.

Chapter 4

A Solution

The solution to the problem is to expand the learning environment from formal to informal and allow for more cognitive skills once a certain level of L2 competency is achieved. Cultural and social language skills will be acquired over the interlanguage continuum period depending on social exposure and individual psychological development. Evaluation of ESL phonology in informal environments can be obtained by the ESL student wearing a voice activated personal tape recorder over a period of time so as to provide an non-intrusive way of recording informal conversational or free speech.

Such a system would enhance the feedback quality of informal language environments and could form the backbone of informal L2 language evaluation and diagnosis and would minimize the 'formal' aspect usually associated with L2 language learning. Once a body of data has been obtained and analyzed for content of the informal L2 recordings, a plan of correction can take place that concentrates on these errors

and a design for informal L2 acquisition can commence. Now although this is an oversimplification of the processes needed for informal L2 methodologies, it at least points to a progressive and direct way away from the concept that L2 language 'sticking points' need not be fossilized permanently and that such points are errors of methodology and design and not errors of the 'innate' inability of the L2 student to progress beyond a certain point of the interlanguage continuum.

Also language learning environments should be set up to engage the ESL students cognitive powers as soon as possible so that the cultural and social 'rules' of a language are acquired so that such items as voice register, L2 informal and formal speech and other important L2 language items are learned so that speech can be more readily accessed when the mind is engaged with a cognitive process. Also it might be wise to consider the onset time of the response to a question to equal the level of not just the L2 but the L2's cultural and social values that are placed in context to the response desired. In other words the response may be a cultural problem, not a linguistic problem, and the delay maybe a

result of 'thinking about the answer' rather than 'how to answer the question' and this may also effect the choice of response and how it is produced.

Early exposure to correct or 'ideal' aspects of the L2 can have a desirable effect in the long run even though such methodologies do not, in of themselves, function over as wide a linguistics area as some language features and can be used as a form of 'preventive maintenance' for the future of the L2 student. Take for example the use of my Priority Method and Dr. James Asher's TPR, Total Physical Response, as a collaborative use of two methodologies that work both the cognitive, TPR, as well as the motor-learning, Priority Method, aspect of the L2 being learned (Tice, 1996). In a more general view the Priority Method and TPR work different aspects of language acquisition, TPR focuses on-vocal responses to imperative commands and the Priority Method focuses on the sound quality of segmental features of the phoneme as distinct transfer errors from the L1 to the L2 (Appendix E). Such early use of multiple methodologies can enhance the total scope of the L2 being learned and can have the added effect of relieving the routine and monotony of

single style methodologies.

The type of language learning approach that would best facilitate more of an informal and spontaneous interaction of the L2 sound patterns would be modeled on Communicative Language Teaching or CLT (Richards and Rodger, 1986:64-86).

Chapter 5

Some Examples

The example I am drawing upon are two research subjects and one paying student that allowed me in 1993 and 1997 to record their L2 speech and had two of the subjects record their L2 environment with a manual-start personal tape recorder, 1993, and a voice-activated personal tape recorder, 1997, with their phonemic errors being evaluated and measured against existing phonological theories. Test subject #2 had his articulation and auditory perception skills 'retrained' to a dialect standard of American English.

The rate of this transition of 'typical' L1 to L2 phonemic transfer errors was in just two months of intensive training using the Priority Method and the Language Learning Loop system of feedback. The transition of established 'fossilized' speech features in a matter of two months is seminal in nature and contradicts all know data on constraints to language production.

Even the diagnostic tests show a marked increase in 'attention' to L2 speech production that makes it clear that socio-linguistic factors must play a part in types of L2 speech production. It is clear from all of the data recorded,

and analyzed in context, that a major rethinking of the concept of fossilization must take place in order to account for this vast differentiation between this data and the long record of existing phonological data.

Test subject #1 is a Hispanic female about forty years of age and had a Spanish L1 environment for the first ten years of her life. English L2 was not formally introduced until after age 11 and she was introduced into an English L2 environment at age 15 and has remained in that environment to the time of these tests. She has a high level of formal education, a Master's degree, from an American university and works with one of the local secondary and primary school level districts as an ESL coordinator.

In evaluating both the first and second English L2 verbal tests for pronunciation, the following errors occurred: (Appendix F).

[th] was pronounced like [d] in all positions.

[t] was pronounced like [d] in all positions.

[i] was pronounced like [ee].

[s] was omitted in all positions.

These phonemic transfer errors match those theoretical ones posed by the strong theory of Contrastive Analysis. The following page numbers correspond to Swan and Smith's Learner English: A Teacher's Guide to Interference and Other Problems (1987) for each phonemic error type.

[th] was pronounced like [d] in all positions (page 74).

[t] was pronounced like [d] in all positions (page 74).

[i] was pronounced like [ee] (page 73).

[s] was omitted in all positions (page 75).

This is a 100% accuracy level of the strong hypothesis of the Cŏntrastive Analysis theory and represents an excellent tool as a predictor of a 'cognitive map' of phonemic transfer errors that occur from the first language to the second language.

The following are tables, Table's 1-6, that measures the number of occurrences of error type verses those phonemic error types found in the L2 speech pattern.

Table 1-3

First Diagnostic Tests

Table 1

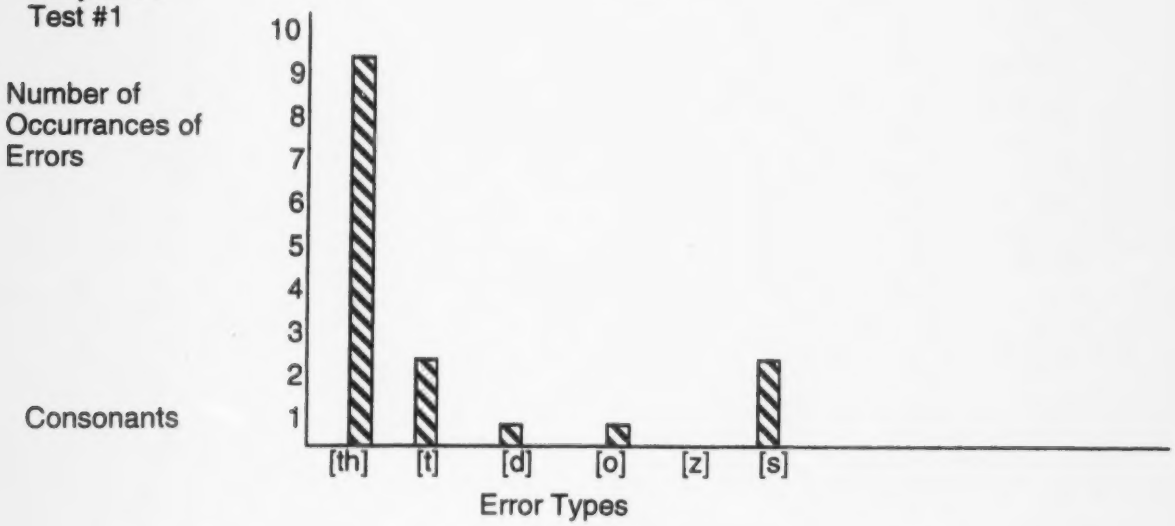


Table 2

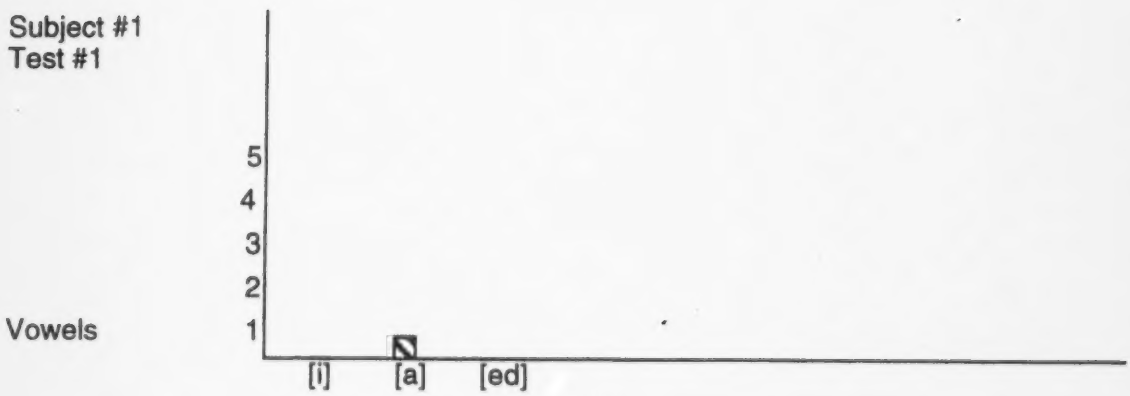


Table 3

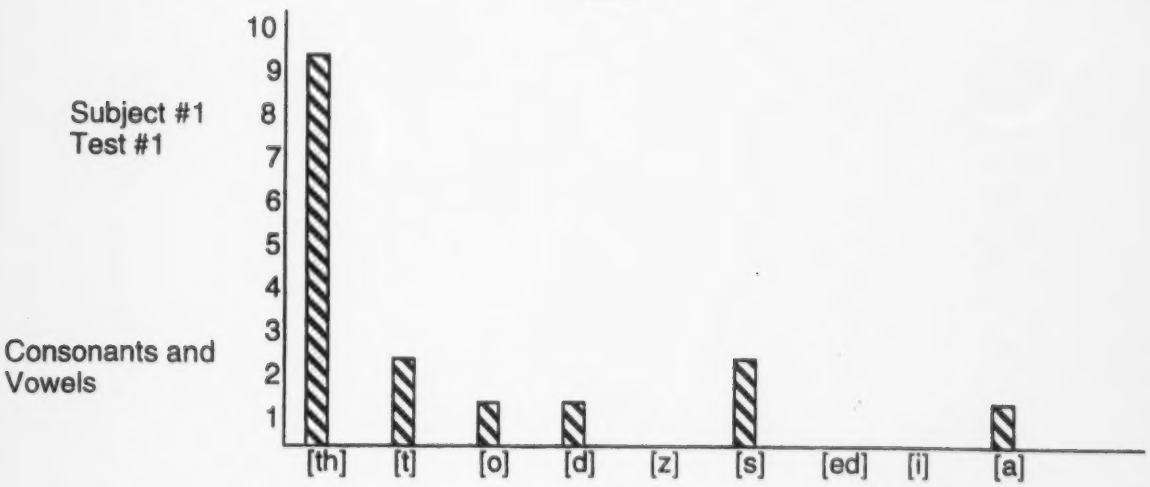


Table 4-6

Second Diagnostic Tests

Table 4

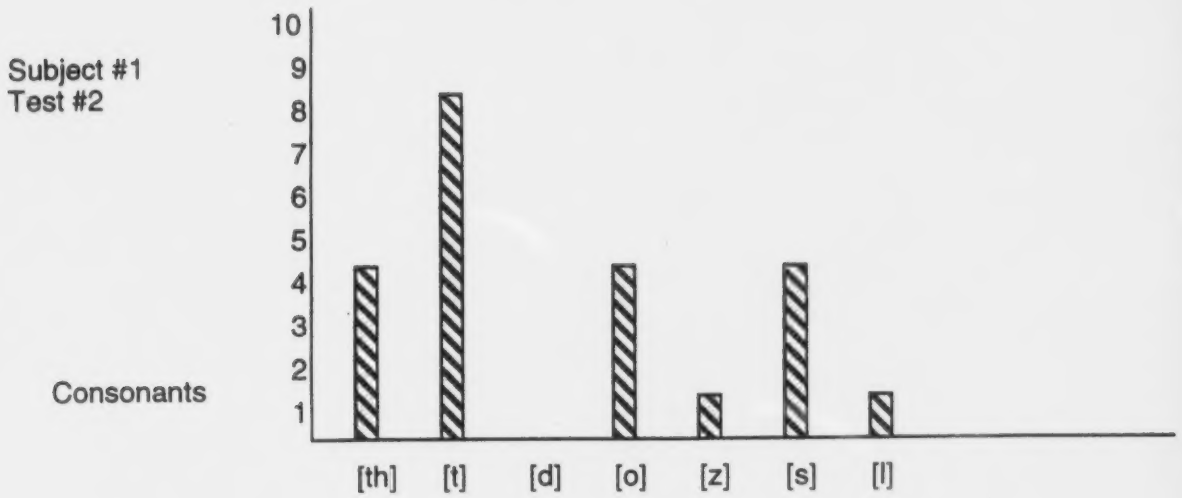


Table 5

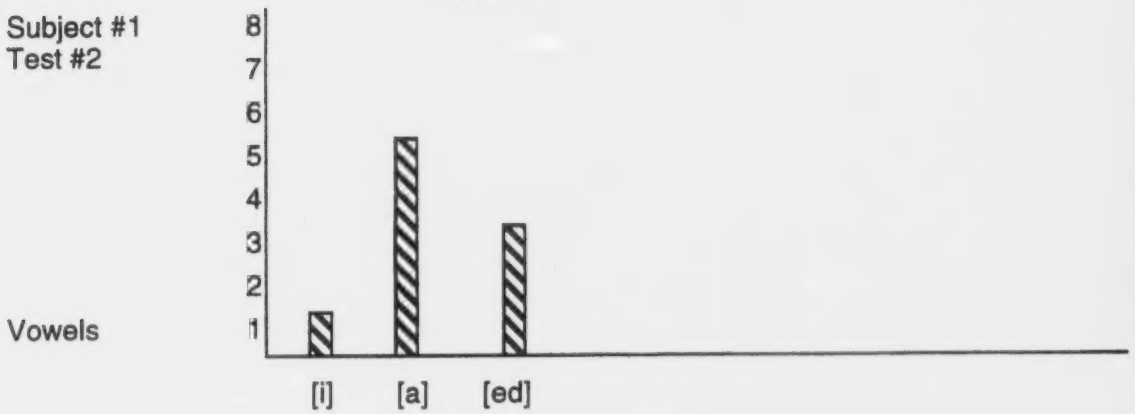
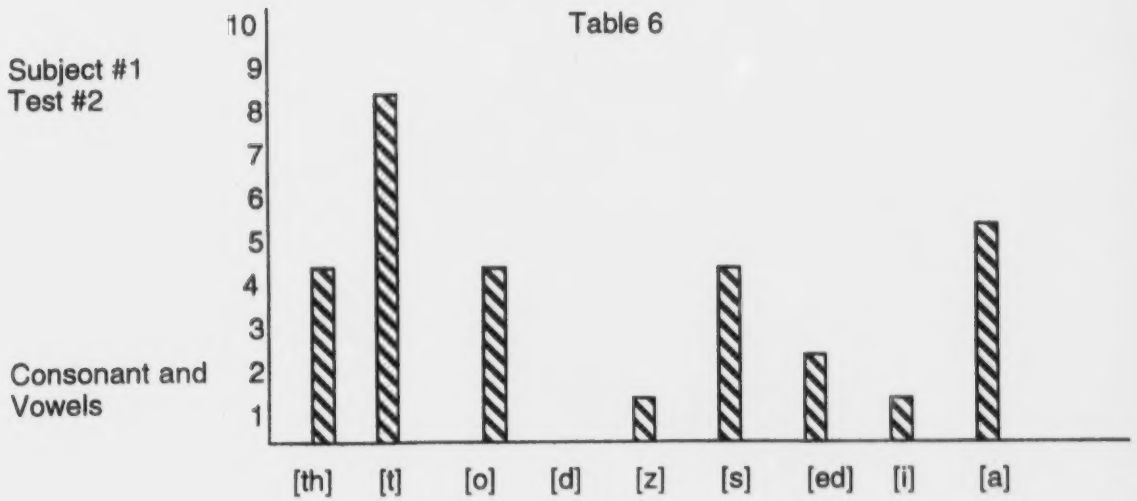


Table 6



The results from these diagnostic tests confirm the use of specific L2 diagnostic testing for pronunciation errors that occur at the phonemic level and that the Contrastive Analysis theory has merit as a predictor to such transitional error types.

The second test subject is an Asian male about forty years of age and has a high level of education, engineering-graduate level training, and is employed at a local electronics company.

The following are a list of errors from both the first and second diagnostic tests: (Appendix G).

[l] will be pronounced like [r] in the initial position.

[th] will be pronounced like [d] in initial and final positions.*

[r] will be pronounced like [l] in initial and mid-position.*

[t] will be pronounced like [d] in initial position.

[v] will be pronounced like [d] in initial and mid-position.

[b] will be pronounced like [v] in all positions.

The following is a list of pages numbers corresponding with error types from established sources for interference errors.

The page number listed on the left side of the margin are from Swan and Smiths Learner English (1987) and the page numbers on the right hand side margins are from Jung's Master's thesis (1962).

(page 74) [l] will be pronounced like [r] (page 43)

(page 69) [th] will be pronounced like [d]

(page 74) [r] will be pronounced like [l] (page 44)

(page 69) [t] will be pronounced like [d] (page 28)

[v] will be pronounced like [d] (page 32)

(page 69) [b] will be pronounced like [v]

The following error types were analyzed from test subject #2's recorded L2 speech environment that were recorded using a self-starting personal tape recorder (Appendix G).

[d] was periodically dropped, especially the 'ed' endings. Example: 'supervise' rather than 'supervised'.

[l] and [r] transfers in both informal and formal L2 speech environments.

From the recording of test subject #2's informal and formal

L2 speech environment the following errors are compared to both Swan and Smith's work (1987), on the left side of the margin, and Jung's (1962), on the right side of the margin.

> [d] will be periodically omitted, especially the 'ed' ending words**

(page 74) [l] and [r] phoneme transfers. (page 43)

The following tables, Tables 7-12, measures the phonemic error types verses their frequency of occurrence.

Tables 7-9

First Diagnostic Tests

** There is no [d] in the Korean language according to L.L. Cheng (1987) (page 69). This would make it a contrastive analyses interference feature for the Korean L1 to English L2 phoneme transfer speech pattern.

Table 7

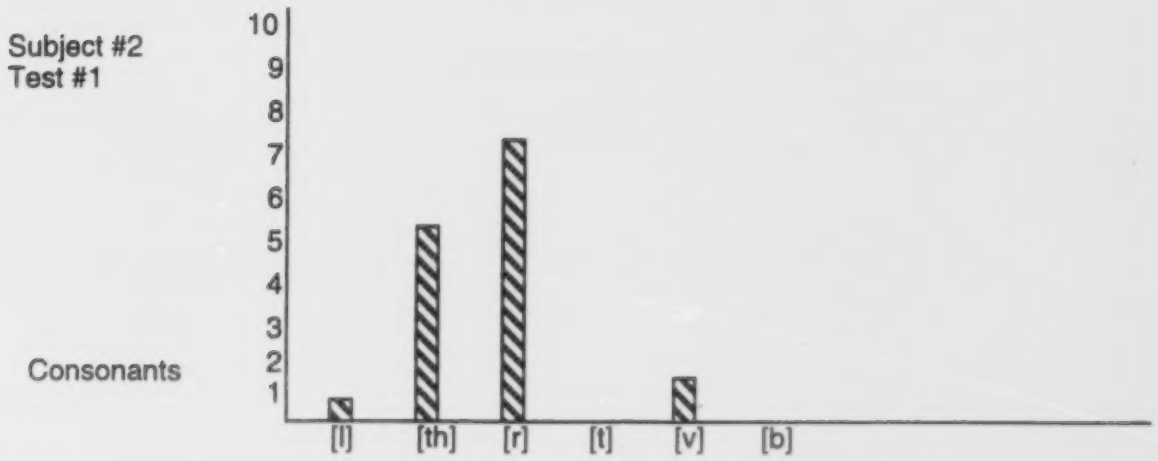


Table 8

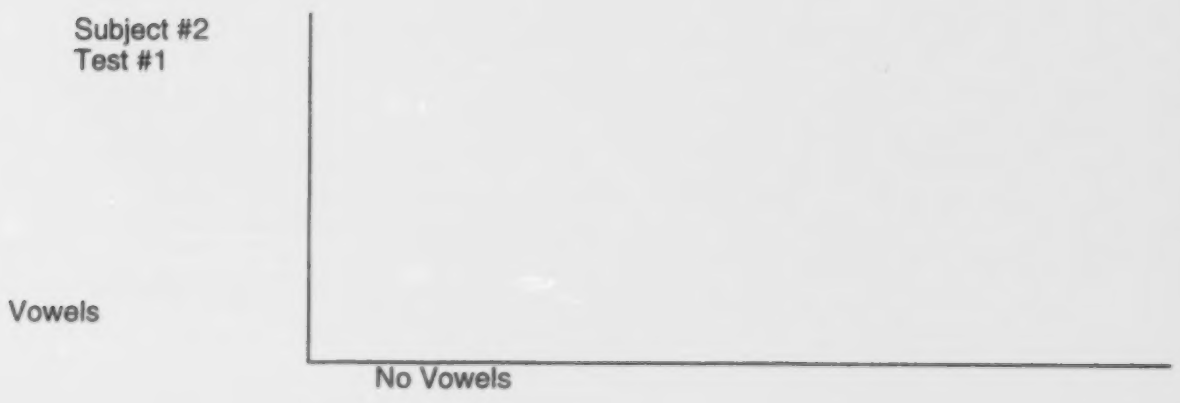
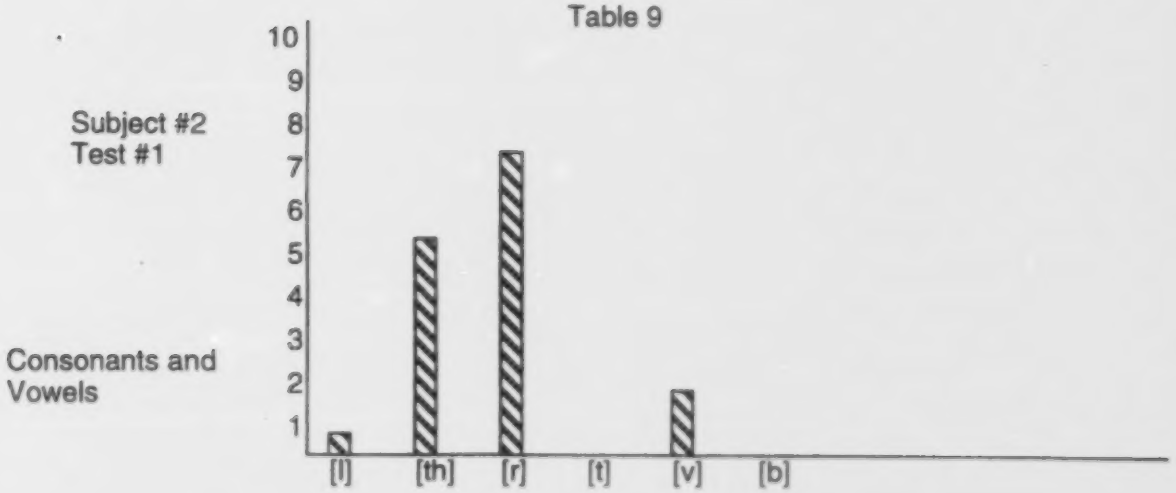


Table 9



Tables 10-12

Second Diagnostic Tests

Table 10

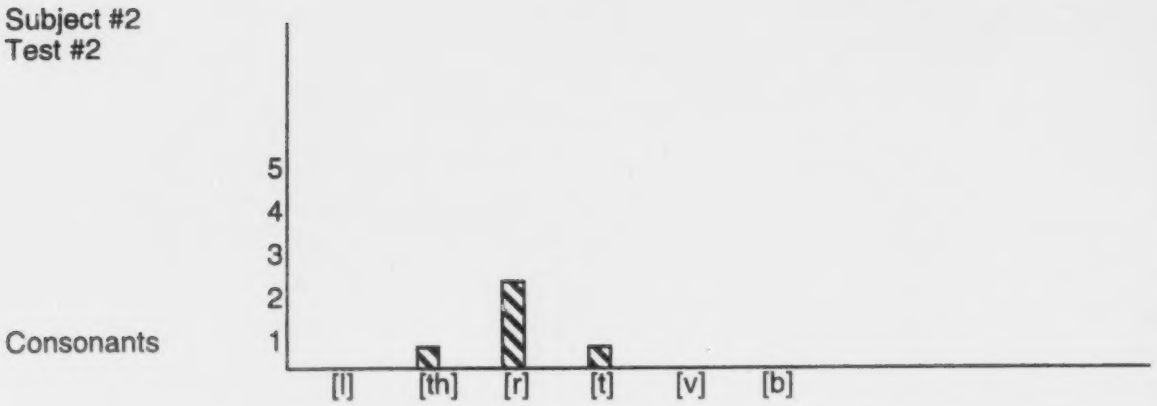


Table 11

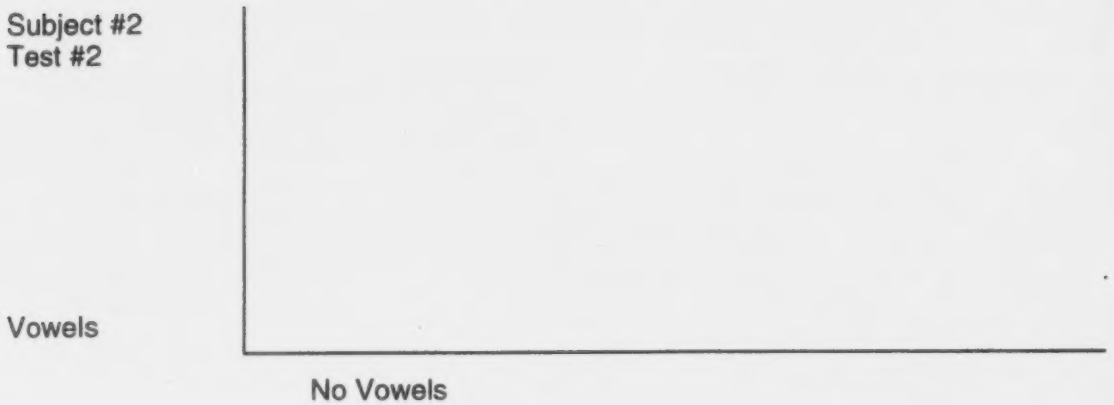
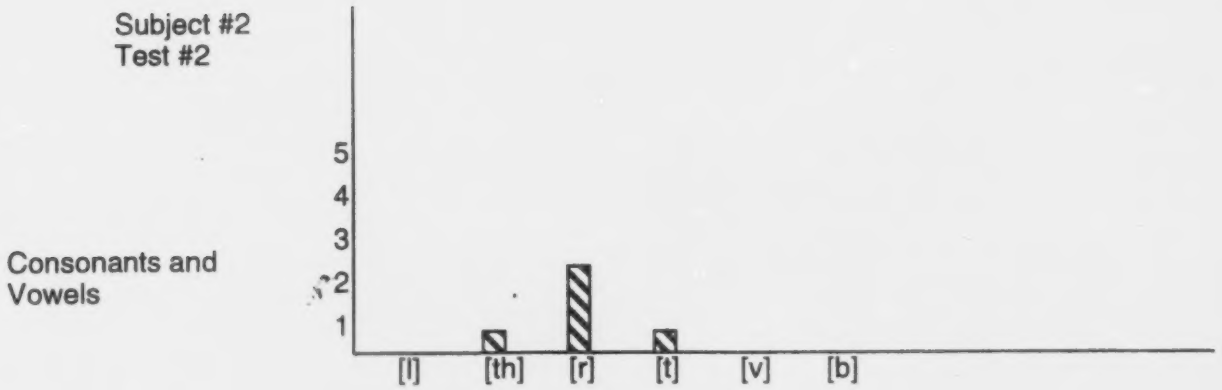


Table 12



This is , again, a 100% accurate record of predicted phonemic error types from the L1 to the L2. This is an unusually high level of accuracy for a 'theory' to predict such a statistically variable condition as speech production errors and must have a solid foundation to be able to predict such a high number of transfer features.

The third test subject is an Asian female that is currently finishing a two year college degree and then plans to transfer to a four year college degree and work in human resources. She is multilingual and is very motivated to succeed in all her endeavors (Appendix H).

The following are a list of errors from her L2 pronunciation diagnostic test Appendix H).

[r] will be pronounced like [l].***

[l] will be pronounced like [r].***

[th] is dropped.

[i] dropped.

[th] will be pronounced like [d].

*** These were the most common error types to recur.

[l] will be pronounced like [d].

[a] is dropped.

[s] is dropped.

The final 'ed' is dropped

[c] will be pronounced like [g].

The following is a list of sources confirming contrastive analysis features as interference errors for this L1 to L2 situation. Swan and Smith (1987) are on the left side of the margin and Cheng (1987) is on the right side of the margin.

(page 226)	[r] will be pronounced like [l]	(page 31)
(page 226)	[l] will be pronounced like [r]	(page 31)
(page 225)	[th] will be dropped.	(page 31)
	[i] will be dropped.	
(page 225)	[th] will be pronounced like [d]	(page 31)
(page 226)	[l] will be pronounced like [d]	
	[a] will be dropped	(page 31)
	[s] will be dropped	(page 31)
	[d] will be omitted in final position.	(page 31)
	[c] will be pronounced like [g]****	

**** This error seemed to be an 'attention' problem rather than a phonemic one.

The following tables, Tables 13-16, measures the type of phonemic error verses the frequency of that error type.

Tables 13-16

First Diagnostic Tests

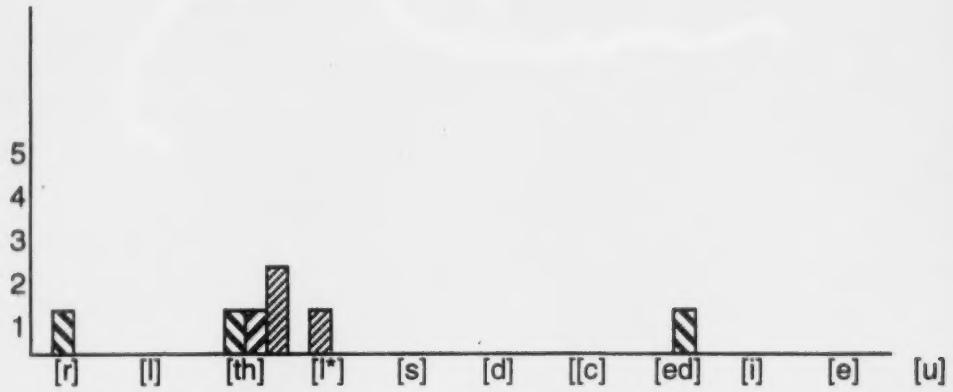
Key: Rate of L2 Speech
Normal
Fast
Slow

Table 13

Subject #3
Test #1

"Timon"

Consonants
and Vowels



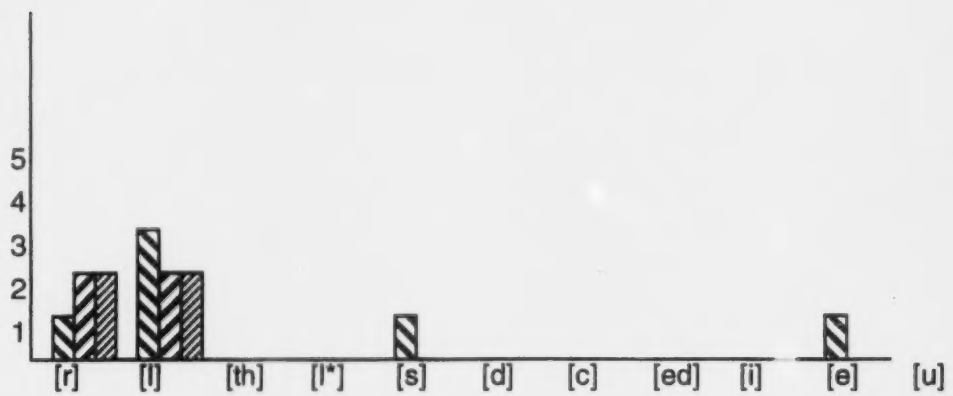
*[d] was used for [l].

Table 14

Subject #3
Test #1

"Lessing"

Consonants
and vowels



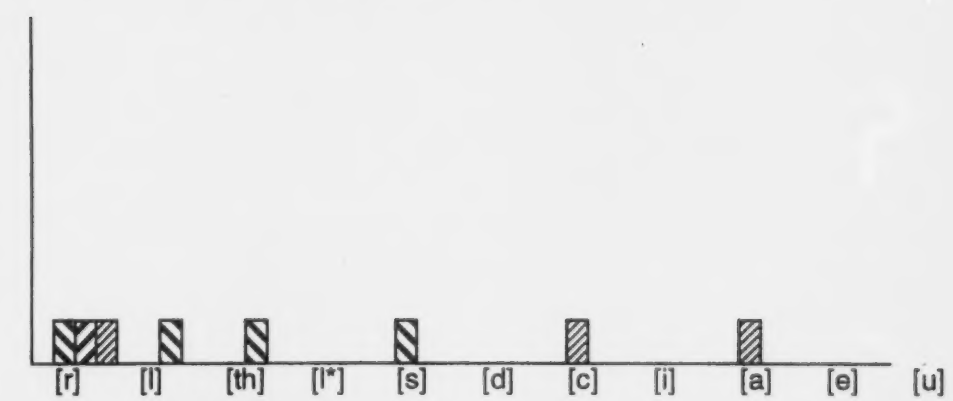
*[d] was used for [l].

Table 15

Subject #3
Test #1

"Black"

Consonants
and Vowels



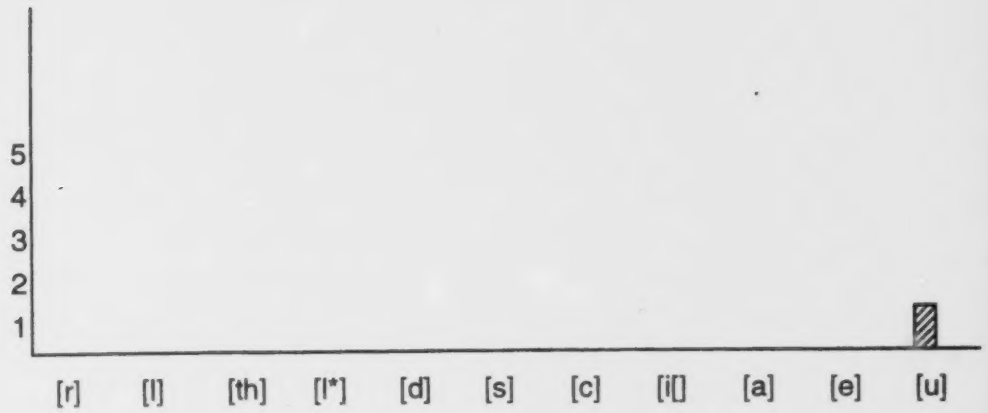
*[d] was used for [l].

Table 16

Subject #3
Test #1

"Facism"

Consonants and
Vowels



The rate of accuracy for this test subject was 90%. Again this is a very high level of accuracy for a theory to predict and it is becoming clear that the phonemic transfer error types and rates predicted from forty years ago have a very high level of accuracy for a theory.

In grouping these three test subjects responses to each of their L2 language environments, the following can be made:

1. The greatest contrasts between the three tests subjects where their first languages; L1, their ages, although subject one and two where about the same age, and gender, two females and one male. This seemed to have the least effect on L2 production or the L2 environment.

2. The similarities between the three test groups are as follows:

a. Age of exposure to L2

b. Modivated to learn.

c. High level of education (formal)

d. Upper social hierarchy, i.e. all middle class economically (United States of America standard).

e. Post secondary schooling.

These factors seem to have the greatest effect on the L2 performance and L2 environment.

The following points can be made from this series of individual error types:

a. The need to re-evaluate the concept of 'fossilization' and error types in all L2 environments.

b. Support of an exceedingly high percentage of accuracy of predicting correct L1 to L2 transfer phonemes using the strong hypothesis of the Contrastive Analysis theory.

c. Supports a 'behaviorist' learning theory in the routinized scheduling of simple to complex phoneme verbal training by the use of the Priority Method.

d. Supports the use of the 'language learning loop' system of feedback.

The best summary of the process of systematicity and variability in language is by Labov. As stated by Tarone "Labov (1971) points out that when we look at language in use we are likely to find both systematic and unsystematic variation". Systematic variation is simply that variation which can be predicted." (Tarone, 1988: 5). Tarone reiterates "The variable rules proposed by Labov may stipulate the linguistic and social contexts in which that rule is most

likely to apply...and may also provide statistical probabilities of occurrence." (Tarone, 1988: 6). If these simple concepts are matched with accurate empirical data and applied in a logical manner to language acquisition features of a language, then a substantial increase in the learning of those language features will be the net gain of that process.

Chapter 6

Summary

In analyzing the four conditions Tarone sets out as conditions to 'how' data is to be accurately reported for empirical studies, the following points can be appraised against the research undertaken in this thesis (Tarone, 1979: 188).

1. Task: Clear definitions on what the subject was asked to do and why.

All of the task's were well defined and the subjects understood all of the task's objectives.

2. Interlocutor: Who was present in the experimental situation with the subject.

The formal settings were diagnostic testing was done was with the tester only. Informal and formal L2 environments included friends, family, associates and strangers all recorded with the aid of a personal tape recorder.

3. Physical Surroundings: Formal or informal surroundings.

The physical surroundings were in the Bay Area of Northern California, USA and included school, businesses, home, other peoples houses, stores, and automobiles.

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4. Topic: What was the topic of discussion?

All discourse is taken in context and is clearly understood by the reviewer of such recorded discourse.

Another area of relative importance is the five axioms of Labov to test natural language against interlanguage to see if they apply (Tarone, 1979: 181). The following is a list of the five axioms as they relate to the research done in this thesis.

Axiom # 1 Style Shifting

No foundations for the systematic variation of interlanguage (IL) phonology at the phonemic level. Although some L2 phonemic features were found in the L2, not all transfered to other L2 environments on a regular bases. The first language to second language phonemic transfer error types could be accurately predicted, 100% in all three subjects, the error rates could not be predicted. This maybe due to the relatively small amount of valid empirical studies for error types verses error rates. Systematic features of the IL were the strong prediction factors associated with L1 to L2 error types and could be considered a 'universal' feature of phonemic transfer 'grammar' rules.

Axiom #2 Attention

Attention to speech production was very high in all three subjects. Even in informal L2 recorded environments, attention to L2 speech was noticeably very high. Maybe in relation to the high level of socio-economic and educational backgrounds of each of the three subjects.

Axiom #3 Vernacular

The use of the vernacular was difficult to define as all three subjects, except subject #3 that code switched L1 Mandarin with L2 English at home with her husband, used the same level of production throughout their formal and informal L2 environments. Support for the research by Felix (1977) in regards to less interference in 'spontaneous' L2 speed than formal experimental situations has a clear parallel with the 3 subjects 'Fast' rate of recorded L2 speech that had fewer L2 phonemic error types and rates as well as an overall higher target level of suprasegmental speech features than the other two speech rates. Such a rate of L2 speech may better approximate normal L2 discourse speech rates, than the other two rates, although such diagnostic testing must be

considered an 'artificial' speech environment.

It is not clear if the vernacular style is a regular feature of IL speech. Formal and informal speech remained almost identical if the rate of L2 speech was constant. Error types were, when present in the form of L1 to L2 phonemic transfer errors, occurred 99% of the time as a universal factor across all IL speech environments. No regularity was noted, except for the L1 to L2 phonemic error types, in the three subjects.

The use of the manually activated and voice activated personal tape recorders lowered the problem of the 'observer paradox' and aided in obtaining records of accurate informal L2 speech environments.

Axiom #4 Formality

Although it is not clear were to draw the line for informal and formal speech environments, the type of L2 speech produced by the three subjects was the same in all environments except for the 'highly structured' and 'artificial' diagnostic testing that should be considered a formal L2 environment. Formal L2 environments were considered to be school, work and testing environments. The informal environments were public places,

home and in automobiles.

Axiom #5 Good Data

All data was considered 'good' data in that the formal environments both the induced stress of the diagnostic tests and the context of the self recorded L2 discourse were taken with the environment known, i.e. all environments were known to the reviewer of the taped sessions. Also the use of personal tape recording devices lowered the 'observers paradox' to the minimum and produced seminal recordings of such L2 environments. All of the language environments could be accounted for and placed in context of that discourse being produced.

In reviewing the problem of interlanguage variability it is not so much a question of acquisition problems as it is a problem of language teaching methodology related to the potential for language acquisition in the ESL student. These problems can be overcome by designing simple and effective non-traditional methods of language evaluation and language teaching that transcends the standard formal language learning environment usually associated with language learning.

Goals for Future Research

On a general level the re-evaluation of all aspects of both Contrastive Analysis Theory and Error Analysis Theory as they relate to all aspects of language grammar acquisition should be pursued with new models of acquisition being developed to account for such items and features of language that do not lend themselves to either of these schools of thought.

As can be seen from the accuracy of phonemic transfer types in the L1 to L2 acquisition model, 'throwing out the baby with the bath water' is not an ideal or practical method of 'testing' a general method of language acquisition. It is the same story for behaviorism and feedback models as although they are not 'new', they are accurate in a descriptive manner necessary for empirical research.

A larger and wider sampling size would be ideal for a dissertation-type sized project in the future with an increase in error types, with a quantitative focus on error rates, would be an ideal extension of this study.

I have hinted at some simple rules or 'grammar formations' for L2 and IL acquisition and I am thinking that an extension

of Harris's Methods in Structural Linguistics (1951) would be an excellent start in forming applied linguistic theories as they relate to both L1 and L2 acquisition processes.

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Appendix A

In John Reinecke's book Language and Dialect in Hawaii taken from his Master's Thesis (University of Hawaii 1935) he makes a distinction between early makeshift language and the regional dialect that forms at a later stage in the cycle of linguistic development (Reinecke, 1969: 4). Reinecke uses Vendryes definition of dialect in that dialect is a local form of speech that is confined by area.

Reinecke states "It may to a certain extent be also a mark of class because, if there is a standard language to which the local dialects stand in a sort of opposition (a situation found in many European countries), the "upper classes" of the dialect-speaking district are more likely than are the "lower classes" to speak the standard tongue.(Reinecke, 1969: 7)".

Ideal situations to learn the language to serve as a common means of communication among different peoples can become difficult or impossible and so arises a stop gap language termed makeshift or minimum language (Reinecke, 1969: 14). "That is, they are "means of expression which do not serve all the purposes of ordinary languages, but may be used as substitutes where fuller and better ones are not

available""(Reinecke, 1969: 14).

Reinecke notes that there are many gradations of competency of these languages and within these languages and proposes the term Language Mastery Continuum as a more precise alternative to the then current nomenclature (Reinecke, 1969: 22).

Appendix B

In Larry Selinker's article "Interlanguage" (IRAL 1972) he defines interlanguage as it is currently used as a process towards the Native L2. Selinker states "One of the main points of this paper is the assumption that predictions of behavioral events in a theory of second-language learning should be primarily concerned with the linguistics shapes of the utterances produced in LI's. Successful predictions of such behavioral events in meaningful performance situations will add credence to the theoretical constructs related to the latent psychological structure discussed in this paper (Selinker, 1972: 214)". From these concepts Selinker defines that only meaningful performance situations relevant to interlingual identification are from the following.

1.) Utterances in the learner's native language.

2.) Interlanguage utterances produced by the learner.

3.) Target Language utterances produced by native speakers of that target language.

These three behavioral events are the framework for establishing the knowledge that underlies interlanguage behavior (Selinker, 1972: 214). Selinker also defines the

concept of fossilization as a mechanism which is assumed also to exist in the latent psychological structure and can be defined as linguistic rules and subsystems which speakers of a particular Native Language (NL) will tend to keep regardless of the Target Language's (TL) exposure of the potential L2 acquisition environment (Selinker, 1972: 215).

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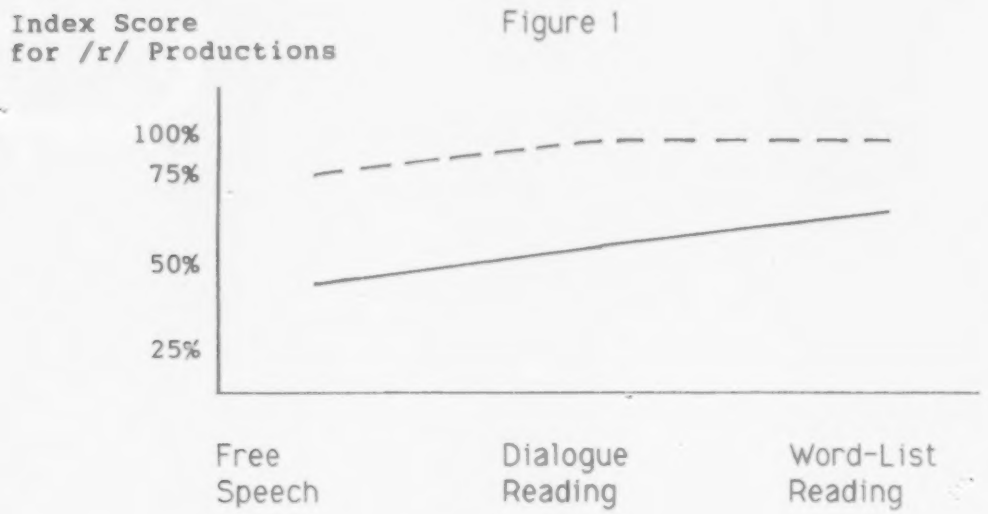
Appendix C

In focusing on the acquisition of the [r] phoneme of the Japanese ESL student in Dickerson and Dickerson (1977) Tarone notes that the information from the table (Figure 1) shows evidence of style-shifting in the interlanguage in relation to the phoneme [r] in the context of C-high vowel is 100% in word-list reading and 50% in free speech (Tarone, 1982: 74). This is proof that the interlanguage is systematic for rule preference in [r] as a variable, but not invariable, is "describable by a set of rules." and is in sense rule-governed (Tarone, 1982: 74).

Figure 1



Appendix D

The following is an unpublished paper on the Priority Method and was written in 1993.

The Priority Method

Bradley S. Tice

The Priority Method is a three step system designed to evaluate, diagnose, and correct phonemic transfer errors from the L1 to the L2 in SLA, Second Language Acquisition, students and will focus on Polish students learning ESL. The term Priority Method was used because the process prioritizes phonemic transfer errors over other aspects of the sound system and deals only with those aspects of the sound pattern that are alien to the SLA student's L1. The reason for this is two fold as, (a) why spend time with all of the sound pattern when only a fraction will be effected, and (b) by focusing on only those areas of weakness in the overall sound pattern, the transfer errors, a more efficient use of time and energy can be spent on correcting these errors.

By decreasing the overall time of acquiring this aspect of pronunciation, the motivation to learn the new language will be high as correct pronunciation will promote an increase in the use of the spoken L2, (George:1972), and this builds a strong foundation for future rewards in learning the L2.

Step One

The first step of The Priority Method is the evaluation of transfer errors that occur from the L1 to the L2 in SLA students and is done by the use of Contrastive Analysis. This hypothesis proposed by Lado in 1957, (Felix:1980), maintains that the L2 is acquired by these elements most similar to the L1. Thus those elements that are similar from the L1 to the L2 will provide a common phonemic map of transfer errors. This is the theory behind the use of contrastive analysis. The content of the language problems are the transfer errors from the L1 to the L2. The phonology of the SLA student is used as a bases from which a phonemic evaluation of the L2 can take place. From this evaluation, a common distribution of errors is made and can be the starting point of error correction. The use of Contrastive Analysis as a preliminary map of transfer errors is a solid foundation from which to build a general map of transfer errors as the L1 has influence on the L2 as confirmed by Dulay, Burt and Krashen (1982). Because each SLA student is different, individual testing of their respect sound pattern quality is done by the use of Error Analysis.

Step Two

The second part of the Priority Method is the use of Error Analysis as a diagnostic system used to identify all sound pattern errors, including phonological ones, but is used in this case to expose phonemic transfer errors in SLA students. The SLA student is given a brief, one page, sample text written in the L2 and is to read this text aloud into a tape recording device. The sample text is designed to test the SLA student's level of pronunciation and is not a reading test. The sample text should be read with some ease by the student to make the use of such an L2 text valid. The tape can then be played to diagnose all sound pattern errors and used against the sample text for reference. The sample text and tape recording should be saved for future reference in evaluating the student's pronunciation performance as the same sample text should be used as a control factor in these diagnostic tests.

Step Three

The third and final step of The Priority Method is the correction of these pronunciation errors evaluated and diagnosed in steps one and two of The Priority Method. This process is done with the use of a Language Learning Loop which is the incorporation of an input-output system of

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language feedback. Two tape recorders are used of which the (a) tape recorder is playing a model of the L2 sound pattern while, simultaneously, the (b) tape recorder is recording both the model L2 sound and the pronunciation attempts by the SLA student to model their sound pattern quality with that of the (a) tape recorder model of sound of the L2.

This closed system of communication, as described by Shannon and Weaver (1949), is designed to give the SLA student viable feedback in the manner of ideal pronunciation, the (a) tape recording of a model of the L2, and feedback from the SLA student's pronunciation attempts and the model of the L2. The SLA student then has a model to compare and contrast the pronunciation attempts with that of an ideal model of the L2 sound pattern. This process of feedback, Perren and Trim (1971), of the model and student attempt of the L2, especially the sensori-motor process in articulation, is essential in acquiring the correct model of the spoken L2.

Materials

Materials for The Priority Method are designed around two areas of practice: (a) routinized oral practice that is

developed from simple, phoneme, to complex, sentences, and (b) articulation practice with diagrams and explanations. The routinized oral practice is the heart of the process of correction and is used with the Language Learning Loop to provide feedback and offer comparative and contrastive analysis by the use of a model of the L2. Although the term 'routine' has negative implications in current ESL thinking, see (Richards and Rogers:1986), it is still the most ideal process of training the articulators and hearing of the SLA student. Redundancy, repetition, occurs at three places, (George:1972), in the input model of communication. Redundancy at the information source, when a statement is repeated. The second is the natural redundancy inherent in the code, the repetition in the phonology of a language. And the third redundancy is information already at the information destination.

The information source, speaker, redundancy is done to make the signal, message, clear for the receiver, listener, and that is why it is repeated. The output mode of the process is the reverse of the previous communication model. The listener, once decoded and processed the message, will become the

information source with the desired, hopefully, response. This is what the student is evaluated on. Repetition of the information source signal, message, by the student is to facilitate correct pronunciation and usage of the spoken L2.

The material is designed around the hierarchical premise of simple to complex with the phoneme being the smallest unit of sound and the sentence being the most advanced. The SLA student is given a list of L2 words and sentences that incorporate the transfer error phonemes into words and sentences from which to practice the L2 sound pattern. The use of articulation practice to define the physiological processes of pronunciation are done by the use of articulatory diagrams and explained sound stream control. The diagrams of articulators are usually mid-sagittal diagrams of human heads exposing ideal articulation points for each sound unit. Explanations of sound stream control, voicing and breath, are also an advantage for the SLA student to know and can be combined with articulation practice.

Samples

The following are a sample list of transfer errors most likely to be found in Polish ESL students. The transfer errors

and substitutions are taken from Swan and Smith (1987), Retman (1961), and Lyra (1962). The bracketed symbols are IPA.

(a) The vowel [a] as in h<u>o</u>t will be substituted for [o].

(b) The vowel [n] as in si<u>n</u>g will be substituted for [en].

(c) The consonant [t] as in <u>t</u>an will be substituted for [d].

(d) The consonant [h] as in <u>h</u>at will be substituted for [x].

(e) The consonant [k] as in <u>k</u>eep will be substituted for [x].

This is just a sampling of transfer errors and individual student errors may differ. This is why the second step of The Priority Method is designed to access individual errors in SLA students.

Conclusion

The Priority Method offers a systematic process of phonemic transfer evaluation, diagnoses and correction that can be used with all languages and at all levels of second language acquisition. It must be stressed that The Priority Method only deals with phonemic, rather than phonological, properties of sound and is not a phonological method as it does not deal with language stress and intonation.

The Priority Method can be a useful tool in correcting the often lingering effects of phonemic transfer errors that have become a 'characterization' of learning a new language as best depicted in Ross's (1937) literary works. The average duration of The Priority Method if used four times a week one hour each day for three to four months. Once the transfer and individual errors are correct in the SLA student the need for The Priority Method becomes redundant as the method has worked.

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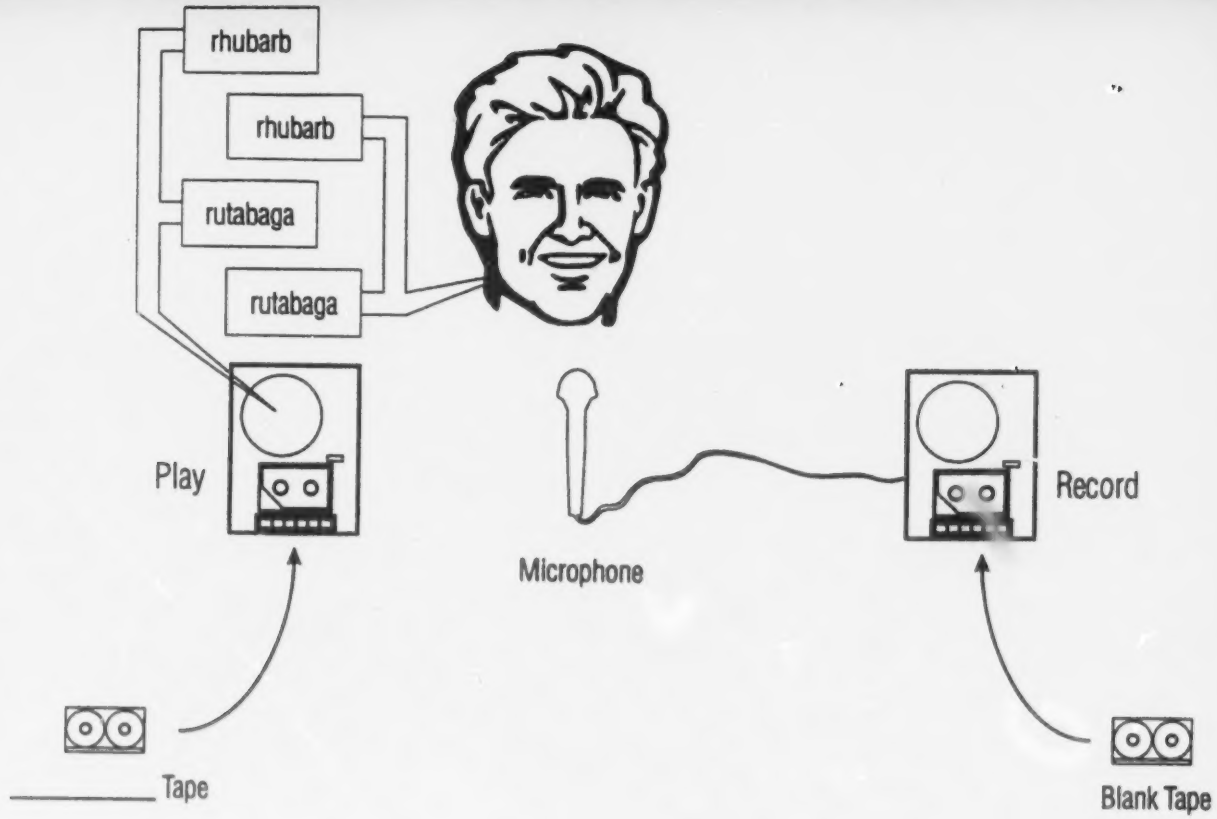
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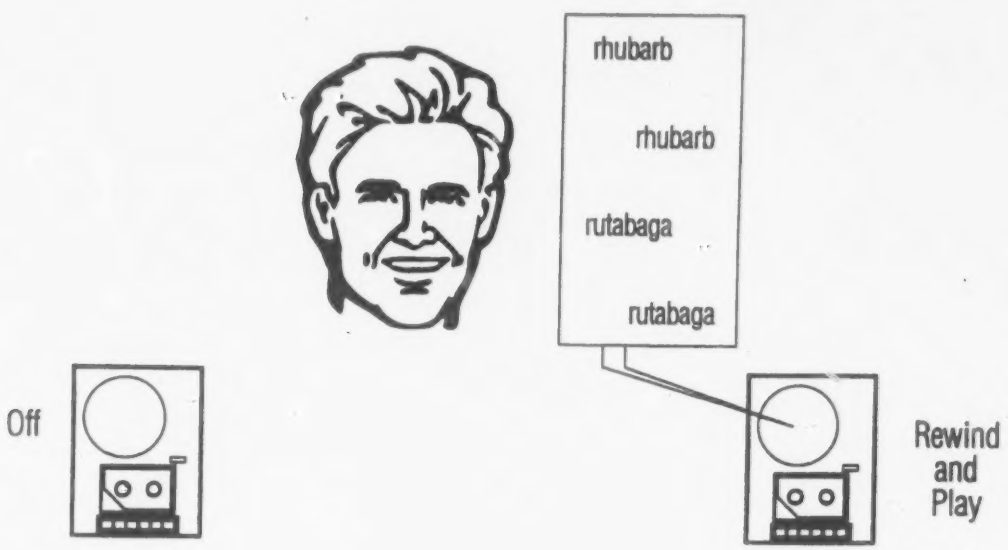
Play
Record
Microphone
Tape
Blank Tape

A


rhubarb
rhubarb
rutabaga
rutabaga
Off
Rewind
and
Play

B

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Appendix E

The following is a paper Collaborative Learning, TPR and the Priority Method and was presented at the 30th IATEFL International Conference at the University of Keele, Staffordshire England in 1996.

Collaborative Learning: Use of TPR and the Priority Method

30th International IATEFL Conference
Lecture Given at The University of Keele
Wednesday April 10, 1996

Bradley S. Tice
Director
Pacific Language Institute

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The Problem with TPR

TPR, Total Physical Response, was designed for comprehension of grammar rather than proficiency in pronunciation. TPR was developed by Dr. James Asher, a professor of psychology at San Jose State University in San Jose, California U.S.A., and is considered a major language learning method. According to Ramiro Garcia in his book Instructor's Notebook: How To Apply TPR for Best Results pronunciation will resemble a normal curve, i.e. few students will have pronunciation that closely matches the native speaker, and that pronunciation drills will have minimal impact on speech (Ramiro, 1985: 18-19).

Because TPR is a structured grammar program that is based on a physical response, rather than a verbal one, that is until the student has enough competence to produce a correct response to a question, and this is probably a major reason why pronunciation lags behind-it is not practiced at the same rate as grammar (Brown, 1987: 163). Asher has stated the reasons why the focus is on L2 utterances rather than the L2 sound quality is that the student should only concentrate on

producing an utterance, rather than the L2 quality of that utterance (Asher, 1977: 27).

Asher has stressed that TPR should be used in association with other methods and techniques and this is the reason for the pairing with a pronunciation system such as the Priority Method (Richards and Rogers, 1986: 97). This emphasis of meaning over form of TPR can be balanced by the incorporation of the principles behind the Priority Method.

The most successful plan of incorporation of the Priority Method to TPR is to have them practiced at separate time periods or on separate days. Another practice is to use student L2 responses of the imperative in both a physical and verbal manner, correcting both as needed, paying special attention to both the sound meaning and the sound form. With this collaboration of methods, the ideal L2 production will result in less time and with greater effect than if TPR was used alone.

TPR Total Physical Response

The general objectives of TPR, Total Physical Response, are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. Imperative drills are the major classroom activity in TPR. They are typically used to elicit physical actions and activity on the part of the learners. Other class activities include role plays and slide presentations. Learners in TPR have the primary roles of listener and performer.

They listen attentively and respond physically to commands given by the teacher. The teacher plays an active and direct role in TPR. It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Classroom interaction and turn taking is teacher rather than learner directed. Even when learners interact with other learners it is usually the teacher who initiates the interaction.

For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be sufficient basis for classroom activities. Later the

teacher may use common classroom objects, such as books, pens, cups, and furniture. Again TPR is a teacher oriented method and the learning environment must be controlled by the teacher for best results in the learning of a new language.

The Priority Method

The Priority Method is a three step system designed to evaluate, diagnose, and correct phonemic transfer errors from the L1 to the L2 in SLA, Second Language Acquisition, students.

Step One

The first step of The Priority Method is the evaluation of transfer errors that occur from the L1 to the L2 in SLA students and is done by the use of Contrastive Analysis. The use of Contrastive Analysis as a preliminary map of transfer errors is a solid foundation from which to build a general map of transfer errors as the L1 has influence on the L2. Because each SLA student is different, individual testing of their respected sound pattern quality is done by the use of Error Analysis.

Step Two

The second part of The Priority Method is the use of Error Analysis as a diagnostic system used to identify all sound pattern errors, including phonological ones, but is used in this case to expose phonemic transfer errors in SLA students. The

SLA student is given a brief, one page, sample text written in the L2 and is to read this text aloud into a tape recording device. The sample text is designed to test the SLA student's level of pronunciation and is not a reading test. The sample text should be read with some ease by the student to make the use of such L2 text valid. The tape can then be played to diagnose all sound pattern errors and used against the sample text for reference. The sample text and tape recording should be saved for future reference in evaluating the student's pronunciation performance as the same sample text should be used as a control factor in these diagnostic tests.

Step Three

The third and final step of The Priority Method is the correction of these pronunciation errors evaluated and diagnosed in steps one and two of The Priority Method. Materials for The Priority Method are designed around two areas of practice: (a)routinized oral practice that is developed from simple, phoneme, to complex, sentences, and (b) articulation practice with diagrams and explanations. The routinized oral practice is the heart of the process of correction and is used with the Language Learning Loop to

provide feedback and offer comparative and contrastive analysis by the use of a model of the L2. Although the term 'routine' has negative implications in current ESL thinking, it is still the most ideal process of training the articulators and hearing of the SLA student.

The material is designed around the hierarchical premise of simple to complex with the phoneme being the smallest unit of sound and the sentence being the most advanced. The SLA student is given a list of L2 words and sentences that incorporate the transfer error phonemes into words and sentences from which to practice the L2 sound pattern. The use of articulation practice to define the physiological processes of pronunciation are done by the use of articulatory diagrams and explained sound stream control. The diagrams of articulators are usually mid-sagittal diagrams of human heads exposing ideal articulation points for each sound unit. Explanations of sound stream control, voicing and breath, are also an advantage for the SLA student to know and can be combined with articulation practice.

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References

Asher, J. 1977. Learning Another language Through Actions: The Complete Teacher's Guide Book.Los Gatos, Calif.: Sky Oaks Productions.

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Richards, J.C. and T.S. Rodgers. 1986. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

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Appendix F

List of Materials for Test Subject #1

Itemized Account of Materials:

1. Non-disclosure Agreement

2. Diagnostic Tests (2)

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Non-disclosure Agreement

This is an agreement, effective January 1, 1993, between Ms. Lucia Vega-Garcia, County Office of Education, 100 Skyport Dr. San Jose, CA 95110 (the buyer), and the Pacific Language Institute, 10690 Johnson Ave., Cupertino, CA 95014 (the seller).

Background.
The buyer desires to have the seller consider performing certain services that are trade secrets and are of a confidential nature of which is the sole and exclusive property of the seller.

Terms:
"Confidential nature" meaning any and all information that the seller regards as confidential and may include, without limitation, business procedures, customer identities, technical material, processes and proceedures, research and development. All materials deemed confidential will be considered as such during and after the services have been rendered. The buyer is bound to non-disclosure of the seller's confidential material for an indefinite-period of time or until is given written consent by the seller.

Bradley S. Tice, Director
Pacific Language Institute

Ms. Lucia Vega-Garcia
County Office of Education

BEST COPY AVAILABLE

April 1, 1993

The following is the compiled English pronunciation errors of Ms. Lucia Vega-Garcia. The diagnostic tests were done on March 16, 1993 and March 24, 1993 and was the first and second diagnostic tests taken of Ms. Lucia Vega-Garcia by the Pacific Language Institute. The test was administered and diagnosed Mr. Bradley S Tice and Mrs. Lisa Hormel of the Pacific Language Institute. The following is a list of reoccurring English pronunciation errors by Ms. Lucia Vega-Garcia.

/th/ is pronounced like /d/ in all positions.

/t/ is pronounced like /d/ in all positions.

/i/ is pronounced like /ee/.

/s/ is omitted in all positions.

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Lucia Vega - Garcia

3/16/93

blood pulsing down his legs and along his arms, and the exultation and pride of body mounted in him till he was shutting his teeth hard against a violent desire to shout his triumph.

Soon he had left the cultivated part of the farm. Behind him the bush was low and black. In front was a long vlei, acres of long pale grass that sent back a hollowing gleam of light to a satiny sky. Near him thick swathes of grass were bent with the weight of water, and diamond drops sparkled on each frond.

The first bird woke at his feet and at once a flock of them sprang into the air calling shrilly that day had come; and suddenly, behind him, the bush woke into song, and he could hear the guinea fowl calling far ahead of him. That meant they would now be sailing down from their trees into thick grass, and it was for them he had come: he was too late. But he did not mind. He forgot he had come to shoot. He set his legs wide, and balanced from foot to foot, and swung his gun up and down in both hands horizontally, in a kind of improvised exercise, and let his head sink back till it was pillowed in his neck muscles, and watched how above him small rosy clouds floated in a lake of gold.

Suddenly it all rose in him: it was unbearable. He leapt up into the air, shouting and yelling wild, unrecognisable noises. Then he began to run, not carefully, as he had before, but madly, like a wild thing. He was clean crazy, yelling mad with the joy of living and a superfluity of youth. He rushed down the vlei under a tumult of crimson and gold, while all the birds of the world sang about him. He ran in great leaping strides, and shouted as he ran, feeling his body rise into the crisp rushing air and fall back surely on to sure feet; and thought briefly, not believing that such a thing could happen to him, that he could break his ankle any moment, in this thick tangled grass. He cleared bushes like a duiker, leapt over rocks; and finally came to a dead stop at a place where the ground fell abruptly away below him to the river. It had been a two-mile-long dash through waist-high growth, and he was breathing hoarsely and could no longer sing. But he poised on a rock and looked down at stretches of water that gleamed through stooping trees, and thought suddenly, I am fifteen! Fifteen! The words came new to him; so that he kept repeating them wonderingly, with swelling excitement; and he felt the years of his life with his hands, as if he were counting marbles, each one hard and separate and compact, each one a wonderful shining thing. That was what he was: fifteen years of this rich soil, and this slow-moving water, and air that smelt like a challenge whether it was warm and sultry at noon, or as brisk as cold water, like it was now.

There was nothing he couldn't do, nothing! A vision came to him, as he stood there, like when a child hears the word "eternity" and tries to understand it, and time takes possession of the mind. He felt his life

BEST COPY AVAILABLE

Lucia Vega-Garcia

IN A DISUSED GRAVEYARD

The living come with grassy tread
To read the gravestones on the hill;
The graveyard draws the living still,
But never anymore the dead.

The verses in it say and say:
"The ones who living come today
To read the stones and go away
Tomorrow dead will come to stay."

So sure of death the marbles rhyme,
Yet can't help marking all the time
How no one dead will seem to come.
What is it men are shrinking from?

It would be easy to be clever
And tell the stones: Men hate to die
And have stopped dying now forever.
I think they would believe the lie.

DUST OF SNOW

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Lucia Vega-Garcia

Doth move the murmuring lips of discontent
To break into this dangerous argument:
If what in rest you have in right you hold,
Why then your fears, which, as they say, attend
The steps of wrong, should move you to mew up
Your tender kinsman and to choke his days
With barbarous ignorance and deny his youth
The rich advantage of good exercise.
That the time's enemies may not have this
To grace occasions, let it be our suit
That you have bid us ask his liberty,
Which for our goods we do no further ask
Than whereupon our weal, on you depending,
Counts it your weal he have his liberty.

Enter Hubert.

KING JOHN
Let it be so. I do commit his youth
To your direction. Hubert, what news with you?
[Taking him apart.]

PEMBROKE
This is the man should do the bloody deed;
He show'd his warrant to a friend of mine.
The image of a wicked heinous fault
Lives in his eye; that close aspect of his
Doth show the mood of a much troubled breast,
And I do fearfully believe 'tis done,
What we so fear'd he had a charge to do.

SALISBURY
The color of the King doth come and go
Between his purpose and his conscience,
Like heralds 'twixt two dreadful battles set.
His passion is so ripe it needs must break.

PEMBROKE
And when it breaks, I fear will issue thence
The foul corruption of a sweet child's death.

KING JOHN
We cannot hold mortality's strong hand.
Good lords, although my will to give is living,
The suit which you demand is gone and dead.
He tells us Arthur is deceas'd tonight.

SALISBURY
Indeed we fear'd his sickness was past cure.

PEMBROKE
Indeed we heard how near his death he was
Before the child himself felt he was sick.
This must be answer'd either here or hence.

KING JOHN
Why do you bend such solemn brows on me?
Think you I bear the shears of destiny?
Have I commandment on the pulse of life?

SALISBURY
It is apparent foul play, and 'tis shame
That greatness should so grossly offer it.

55 In rest in security, peaceably 57 mew up shut up. (A falconing term.) 61 the time's enemies enemies of the present state of affairs 62 grace occasions i.e., suit their purposes 63 That . . . liberty i.e., let his liberty be the suit which you have bid us ask (at ll. 43–46) 64 our goods our personal benefit 65 whereupon to the extent that weal welfare 72 close secret 75 charge commission 78 battles armies in battle order 89 answer'd atoned for. hence i.e., in heaven 93 apparent evident 94 That . . . it i.e., that a king should flaunt foul play so flagrantly

So thrive it in your game! And so, farewell.

PEMBROKE
Stay yet, Lord Salisbury. I'll go with thee,
And find th' inheritance of this poor child,
His little kingdom of a forced grave.
That blood which ow'd the breadth of all this isle,
Three foot of it doth hold; bad world the while!
This must not be thus borne. This will break out
To all our sorrows, and ere long I doubt.
Exeunt [Lords].

KING JOHN
They burn in indignation. I repent.
There is no sure foundation set on blood,
No certain life achiev'd by others' death.—

Enter Messenger.

A fearful eye thou hast. Where is that blood
That I have seen inhabit in those cheeks?
So foul a sky clears not without a storm.
Pour down thy weather: how goes all in France?

MESSENGER
From France to England. Never such a pow'r
For any foreign preparation
Was levied in the body of a land.
The copy of your speed is learn'd by them;
For when you should be told they do prepare,
The tidings comes that they are all arriv'd.

KING JOHN
O, where hath our intelligence been drunk?
Where hath it slept? Where is my mother's care,
That such an army could be drawn in France,
And she not hear of it?

MESSENGER My liege, her ear
Is stopp'd with dust. The first of April died
Your noble mother; and, as I hear, my lord,
The Lady Constance in a frenzy died
Three days before. But this from rumor's tongue
I idly heard; if true or false I know not.

KING JOHN
Withhold thy speed, dreadful Occasion!
O, make a league with me, till I have pleas'd
My discontented peers! What, mother dead?
How wildly then walks my estate in France!
Under whose conduct came those pow'rs of France
That thou for truth giv'st out are landed here?

MESSENGER
Under the Dauphin.

KING JOHN Thou hast made me giddy
With these ill tidings.

Enter [the] Bastard and Peter of Pomfret.

Now, what says the world
To your proceedings? Do not seek to stuff
My head with more ill news, for it is full.

95 So . . . game may your schemes lead to the same (bad) end 98 forced imposed by violence 99 ow'd owned 100 the while while such things occur 102 doubt fear 106 fearful full of fear 109 weather storm, tempest 111 preparation expedition 113 copy example. your speed (as when John proceeded to Angiers; see II.i.56 ff.) 116 our intelligence our spies, spy network 118 drawn mustered, assembled 125 Occasion course of events 128 estate power 129 conduct command

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Lucia Vega-Garcia

#1 a) Normal
b) fast
c) slow

blood pulsing down his legs and along his arms, and the exultation and pride of body mounted in him till he was shutting his teeth hard against a violent desire to shout his triumph.

Soon he had left the cultivated part of the farm. Behind him the bush was low and black. In front was a long vlei, acres of long pale grass that sent back a hollowing gleam of light to a satiny sky. Near him thick swathes of grass were bent with the weight of water, and diamond drops sparkled on each frond.

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So sure of death the marbles rhyme,
Yet can't help marking all the time
How no one dead will seem to come.
What is it men are shrinking from?

It would be easy to be clever
And tell the stones: Men hate to die
And have stopped dying now forever.
I think they would believe the lie.

DUST OF SNOW

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

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Lucia Vega-Garcia
TH, in the beginning
T at the end

Doth move the murmuring lips of discontent
To break into this dangerous argument:
If what in rest you have in right you hold,
Why then your fears, which, as they say, attend
The steps of wrong, should move you to mew up
Your tender kinsman and to choke his days
With barbarous ignorance and deny his youth
The rich advantage of good exercise.
That the time's enemies may not have this
To grace occasions, let it be our suit
That you have bid us ask his liberty,
Which for our goods we do no further ask
Than whereupon our weal, on you depending,
Counts it your weal he have his liberty.

Enter Hubert.

KING JOHN
Let it be so. I do commit his youth
To your direction. Hubert, what news with you?
[*Taking him apart.*]

PEMBROKE
This is the man should do the bloody deed;
He show'd his warrant to a friend of mine.
The image of a wicked heinous fault
Lives in his eye; that close aspect of his
Doth show the mood of a much troubled breast,
And I do fearfully believe 'tis done,
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Indeed we heard how near his death he was
Before the child himself felt he was sick.
This must be answer'd either here or hence.

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Why do you bend such solemn brows on me?
Think you I bear the shears of destiny?
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So thrive it in your game! And so, farewell.

PEMBROKE
Stay yet, Lord Salisbury. I'll go with thee,
And find th' inheritance of this poor child,
His little kingdom of a forced grave.
That blood which ow'd the breadth of all this isle,
Three foot of it doth hold; bad world the while!
This must not be thus borne. This will break out
To all our sorrows, and ere long I doubt.

Exeunt [*Lords*].

KING JOHN
They burn in indignation. I repent.
There is no sure foundation set on blood,
No certain life achiev'd by others' death.—

Enter Messenger.

A fearful eye thou hast. Where is that blood
That I have seen inhabit in those cheeks?
So foul a sky clears not without a storm.
Pour down thy weather: how goes all in France?

MESSENGER
From France to England. Never such a pow'r
For any foreign preparation
Was levied in the body of a land.
The copy of your speed is learn'd by them;
For when you should be told they do prepare,
The tidings comes that they are all arriv'd.

KING JOHN
O, where hath our intelligence been drunk?
Where hath it slept? Where is my mother's care,
That such an army could be drawn in France,
And she not hear of it?

MESSENGER My liege, her ear
Is stopp'd with dust. The first of April died
Your noble mother; and, as I hear, my lord,
The Lady Constance in a frenzy died
Three days before. But this from rumor's tongue
I idly heard; if true or false I know not.

KING JOHN
Withhold thy speed, dreadful Occasion!
O, make a league with me, till I have pleas'd
My discontented peers! What, mother dead?
How wildly then walks my estate in France!
Under whose conduct came those pow'rs of France
That thou for truth giv'st out are landed here?

MESSENGER
Under the Dauphin.

KING JOHN Thou hast made me giddy
With these ill tidings.

Enter [*the*] *Bastard and Peter of Pomfret.*

Now, what says the world
To your proceedings? Do not seek to stuff
My head with more ill news, for it is full.

95 So . . . game may your schemes lead to the same (bad) end 98 forced imposed by violence 99 ow'd owned 100 the while while such things occur 102 doubt fear 106 fearful full of fear 109 weather storm, tempest 111 preparation expedition 113 copy example. your speed (as when John proceeded to Angiers; see II.i.56 ff.) 116 our intelligence our spies, spy network 118 drawn mustered, assembled 125 Occasion course of events 128 estate power 129 conduct command

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Lucia Vega-Garcia

SYSTEM THREE FASCISM

3/24/93

1. The Best

When the Roman legions marched to battle, a single soldier marched at their head, bearing aloft a bundle of twigs. Each twig singly could be snapped with ease; bound together, they were virtually unbreakable and symbolized the invincibility of a unified force. Each twig, like each soldier, was made secure by mutual reinforcement. These symbolic bundles were called *fasces,* from which the name of our theory of government—fascism—is taken. Often blamed for the brutalities of its crudest exponents, fascism has acquired an unfortunate reputation. But in recognizing the great strength of a unified body, the potential of which infinitely surpasses the powers of its individually weak components, fascism in fact is profoundly correct.

It is also deeply moral. The achievements of humanity flow not from the deeds or ambitions of persons singly, but from their joint dedication to common causes. Those larger wholes in which all citizens may make their powers effective are therefore supremely important. We fascists recognize this importance and seek to formulate the principles upon which the largest of these wholes—the state—is properly governed. Governing a state is the most serious of all human affairs; because our system is one in which states are most deeply understood, it is the only system in which state government can be truly wise and truly just.

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Appendix G

List of Materials for Test Subject #2

Itemized Account of Materials:

1. Non-disclosure Agreement

2. First Diagnostic Test

3. Second Diagnostic Test

4. First L2 Environment Recordings

5. Transcript of L2 Speech Errors

Non-disclosure Agreement

This is an agreement, effective March 30, 1993, between Mr. S.L. Jung, Manager, Samsung Pacific, Inc 3255-4 Scott Blvd., Suite 101, Santa Clara, CA 95054 (the buyer), and the Pacific Language Institute, 10690 Johnson Ave., Cupertino, CA 95014 (the seller).

Background.
The buyer desires to have the seller consider performing certain services that are trade secrets and are of a confidential nature of which is the sole and exclusive property of the seller. .

Terms:
"Confidential nature" meaning any and all information that the seller regards as confidential and may include, without limitation, business procedures, customer identities, technical material, processes and proceedures, research and development. All materials deemed confidential will be considered as such during and after the services have been rendered. The buyer is bound to non-disclosure of the seller's confidential material for an indefinite period of time or until is given written consent by the seller

Bradley S. Tice, Director
Pacific Language Institute

Mr. S.L. Jung, Manager
Samsung Pacific Inc

BEST COPY AVAILABLE

April 1, 1993

The following is the compiled English pronunciation errors of Mr. S. L. Jung. The diagnostic test was done on March 30, 1993 and was the first diagnostic test taken of Mr. S. L. Jung by the Pacific Language Institute. The test was administered and diagnosed Mr. Bradley S. Tice of the Pacific Language Institute. The following list of reoccurring English pronunciation errors by Mr. S. L. Jung.

/l/ is pronounced like /r/ in the initial position.

/th/ is pronounced like /d/ in the initial and final positions

/r/ is pronounced like /l/ in the initial and middle positions

/t/ is pronounced like /d/ in the initial position.

/v/ is pronounced like /d/ in the initial and middle position.

/b/ is pronounced like /v/ in all positions.

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April 1, 1993

The following is the compiled English pronunciation errors of Mr. S. L. Jung. The diagnostic test was done on March 30, 1993 and was the first diagnostic test taken of Mr. S. L. Jung by the Pacific Language Institute. The test was administered and diagnosed Mr. Bradley S. Tice of the Pacific Language Institute. The following list of reoccurring English pronunciation errors by Mr. S. L. Jung.

/l/ is pronounced like /r/ in the initial position.

/th/ is pronounced like /d/ in the initial and final positions.

/r/ is pronounced like /l/ in the initial and middle positions.

/t/ is pronounced like /d/ in the initial position.

/v/ is pronounced like /d/ in the initial and middle position.

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Mr. S.L. Jung 3/30/93

IN A DISUSED GRAVEYARD

The living come with grassy tread
To read the gravestones on the hill;
The graveyard draws the living still,
But never anymore the dead.

The verses in it say and say:
"The ones who living come today
To read the stones and go away
Tomorrow dead will come to stay."

So sure of death the marbles rhyme,
Yet can't help marking all the time
How no one dead will seem to come.
What is it men are shrinking from?

It would be easy to be clever
And tell the stones: Men hate to die
And have stopped dying now forever.
I think they would believe the lie.

DUST OF SNOW

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Mr. S. L. Jung 3/30/93

It was a long time before I came in close contact with white folks again. We moved from Arkansas to Mississippi. Here we had the good fortune not to live behind the railroad tracks, or close to white neighborhoods. We lived in the very heart of the local Black Belt. There were black churches and black preachers; there were black schools and black teachers; black groceries and black clerks. In fact, everything was so solidly black that for a long time I did not even think of white folks, save in remote and vague terms. But this could not last forever. As one grows older one eats more. One's clothing costs more. When I finished grammar school I had to go to work. My mother could no longer feed and clothe me on her cooking job.

There is but one place where a black boy who knows no trade can get a job, and that's where the houses and faces are white, where the trees, lawns, and hedges are green. My first job was with an optical company in Jackson, Mississippi. The morning I applied I stood straight and neat before the boss, answering all his questions with sharp yessirs and nosirs. I was very careful to pronounce my *sirs* distinctly, in order that he might know that I was polite, that I knew where I was, and that I knew he was a *white* man. I wanted that job badly.

He looked me over as though he were examining a prize poodle. He questioned me closely about my schooling, being particularly insistent about how much mathematics I had had. He seemed very pleased when I told him I had had two years of algebra.

"Boy, how would you like to try to learn something around here?" he asked me.

"I'd like it fine, sir," I said, happy. I had visions of "working my way up." Even Negroes have those visions.

"All right," he said. "Come on."

I followed him to the small factory.

"Pease," he said to a white man of about thirty-five, "this is Richard. He's going to work for us."

Pease looked at me and nodded.

I was then taken to a white boy of about seventeen.

"Morrie, this is Richard, who's going to work for us."

"Whut yuh sayin' there, boy!" Morrie boomed at me.

"Fine!" I answered.

The boss instructed these two to help me, teach me, give me jobs to do, and let me learn what I could in my spare time.

My wages were five dollars a week.

I worked hard, trying to please. For the first month I got along O.K. Both Pease and Morrie seemed to like me. But one thing was missing. And I kept thinking about it. I was not learning anything and nobody was volunteering to help me. Thinking they had forgot-

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Mr. S.L. Jung 3/30/93

And skip when thou point'st out? Will the cold brook,
Candied with ice, caudle thy morning taste
To cure thy o'ernight's surfeit? Call the creatures
Whose naked natures live in all the spite
Of wreakful heaven, whose bare unhoused trunks,
To the conflicting elements expos'd,
Answer mere nature; bid them flatter thee.
O, thou shalt find—

TIMON A fool of thee. Depart.

APEMANTUS
I love thee better now than e'er I did.

TIMON
I hate thee worse.

APEMANTUS Why?

TIMON Thou flatter'st misery.

APEMANTUS
I flatter not, but say thou art a caitiff.

TIMON
Why dost thou seek me out?

APEMANTUS
To vex thee.

TIMON
Always a villain's office or a fool's.
Dost please thyself in 't?

APEMANTUS Ay.

TIMON . What, a knave too?

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If thou didst put this sour-cold habit on
To castigate thy pride, 'twere well, but thou
Dost it enforcedly. Thou 'dst courtier be again,
Wert thou not beggar. Willing misery
Outlives incertain pomp, is crown'd before:
The one is filling still, never complete;
The other, at high wish. Best state, contentless,
Hath a distracted and most wretched being,
Worse than the worst, content.
Thou shouldst desire to die, being miserable.

TIMON
Not by his breath that is more miserable.
Thou art a slave, whom Fortune's tender arm
With favor never clasp'd, but bred a dog.
Hadst thou, like us from our first swath, proceeded
The sweet degrees that this brief world affords
To such as may the passive drugs of it
Freely command, thou wouldst have plung'd thyself
In general riot, melted down thy youth
In different beds of lust, and never learn'd
The icy precepts of respect, but followed
The sug'red game before thee. But myself,
Who had the world as my confectionary,

227 skip . . . out jump to fulfill your command 228 Candied crystalline. caudle . . . taste i.e., provide you with a caudle, a hot spiced drink 230 In exposed to 231 wreakful revengeful 233 Answer cope with, contend with. mere stark, unrelieved 234 of in 237 caitiff wretch 245–246 Willing . . . before deliberately chosen poverty outlasts the life of insecure ceremony and wealth, and is sooner crowned with spiritual reward 247 is filling still is never satisfied 248 at high wish as content as it desires 248–250 Best . . . content being at the height of prosperity without contentment means a wretched existence, worse than being at the bottom of prosperity with contentment 252 Not . . . miserable i.e., not when he who speaks (Apemantus) is more to be pitied than I 254 bred i.e., one whom Fortune bred 255 swath swaddling clothes. proceeded passed through (like a student taking an academic degree) 257 drugs drudges 260 different various 262 sug'red game sweet-tasting quarry. (Cf. l. 228.)

The mouths, the tongues, the eyes, and hearts of men
At duty, more than I could frame employment;
That numberless upon me stuck as leaves
Do on the oak, have with one winter's brush
Fell from their boughs and left me open, bare
For every storm that blows—I to bear this,
That never knew but better, is some burden.
Thy nature did commence in sufferance, time
Hath made thee hard in 't. Why shouldst thou hate men?
They never flatter'd thee. What hast thou given?
If thou wilt curse, thy father, that poor rag,
Must be thy subject, who in spite put stuff
To some she beggar and compounded thee
Poor rogue hereditary. Hence, be gone!
If thou hadst not been born the worst of men,
Thou hadst been a knave and flatterer.

APEMANTUS
Art thou proud yet?

TIMON Ay, that I am not thee.

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I, that I was no prodigal.

TIMON
I, that I am one now.
Were all the wealth I have shut up in thee,
I'd give thee leave to hang it. Get thee gone.
That the whole life of Athens were in this!
Thus would I eat it. [*Eats a root.*]

APEMANTUS Here, I will mend thy feast.
[*Offers him food.*]

TIMON
First mend my company, take away thyself.

APEMANTUS
So I shall mend mine own, by th' lack of thine.

TIMON
'Tis not well mended so, it is but botch'd;
If not, I would it were.

APEMANTUS
What wouldst thou have to Athens?

TIMON
Thee thither in a whirlwind. If thou wilt,
Tell them there I have gold; look, so I have.
[*Shows his gold.*]

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TIMON The best and truest;
For here it sleeps, and does no hired harm.

APEMANTUS Where liest o' nights, Timon?

TIMON Under that's above me.
Where feed'st thou o' days, Apemantus?

APEMANTUS Where my stomach finds meat; or, rather, where I eat it.

TIMON Would poison were obedient and knew my mind!

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May 10, 1993

The following is the compiled English pronunciation errors of Mr. S.L. Jung. The diagnostic test was done on May 4, 1993 and was the second diagnostic test taken of Mr. S.L. Jung by the Pacific Language Institute. The test was administered and diagnosed by Mr. Bradley S. Tice of the Pacific Language Institute. The following is a list of reoccuring English pronunciation errors by Mr. S.L. Jung.

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Mr. S.L. Jung 5/4/93

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JULY 2, 1993 Pacific Language Institute

Review of tapes of Mr. S.L. Jung.

1. Microcasset: Tape of office conversations.

2. Cassets: Tapes of conversations at Pacific Language Institute.

The following is a performance review of the office conversations. The quality of recording varies greatly but is a valuable tool in the diagnostic evaluation of the clients speech pattern.

Voice has a soft quality that makes it hard to hear for the listener and allows for a hushed delivery that is respectful of the listener but is at timestoo difficult to listen to over long periods of time because of the low level of delivery. Overall tone quality is monotone with highs and lows being shadowed by the soft delivery that removes from the language the essential pitch and tones necessary for the correct inflection to occur for the English language.

Telephone answering practice is good but could stand for a variety of answering styles and a change of tone in answering the telephone to make the caller more comfortable with the tone of the answer.

Please consult the evaluation and methods sections for help in correcting these errors.

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The following is a performance review of conversation taped at the Pacific Language Institute. Conversation Tapes #2 of Mr. S.L. Jung.

Good formation of sentences and content of sentences. Clear construction of ideas and understanding of the desired meaning. Asks pertinent questions regarding alternative word usages and correct word usages.

Typical usage error is the lack of a pronoun or the lack of the correct pronoun.

A pronoun is a word used in place of a noun. A noun is the name of an object or idea.

Classes	Pronouns
Personal	I, thou, he ,she, and it.
Demonstrative	this and that
Interrogative	who, which and what
Relative	as, but and that
Indefinite	another, any, each, either, none
Adjective	this, that, any, each, which and what

Area of greatest problems is the demonstrative pronouns that are either mixed or dropped from a sentence.

The following is a performance review of a conversation with Mr. S.L. Jung at the Pacific Language Institute. Conversation Tape #1

Sound, as it relates to tone and pitch, is monotone and lacks highs and lows normally associated with the English language. The client must speak up to be heard more clearly as a soft voice is hard to listen to in regards to what is being said.

Final /d/ is periodically being dropped especially in the 'ed' ending words such as supervised that will pronounced like supervise.

/l/ and /r/ are being mixed together and are producing a hybrid sound of /rl/ that negates the quality of the sound produced.

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Evaluation and Methods

Office tape conversation.

In order to correct the problems with this performance the volume of the voice must be raised so that the listener can hear all of what is being said to them even if it means that errors will be heard, at least the content of what was being said is relayed to the listener. Do not be afraid to speak clearly and with a full sound in the voice so as to be heard by the listener. Speak up and increase the volume of your voice so that the listener can hear you. You will not hid errors by speaking softly, you will only hid what you are trying to say to that person.

Conversation Tape #2

Practice your /d/, /t/ /th/ and /k/ because there was error with all of these areas.

/d/ was used for /t/ and /th/.

/k/ was used for /t/.

Practice learning your English grammar especially the Pronouns as you either delete them or mix them up in the sentence order.

Conversation Tape #1

You are dropping your final /d/ sound. Practice the final /d/ sounds making sure you can hear the final /d/ sound.

You are mixing your /l/ and /r/ sounds. Practice them and make sure that each has a destinctive sound when produced.

Overall evaluation of Mr. S.L. Jungs speech pattern is that the sound needs to be raised and that continued practice with the basics, individual sounds and words, is necessary for long term improvement of his overall speech pattern. Good improvement overall!

July 20, 1993 Pacific Language Institute

The following transcript is of a live recording of Mr. S.L. Jung's speech pattern. Only Mr. Jung's dialog appears in the transcript and many sections of the tape were not transcribed because of either poor quality of recording or irrelevance to the diagnostic section of the evaluation.

Small rloom.
(/r/ and /l/ sound hybrid in room.)

How much room?
(/r/ and /l/ sound hybrid in room.)

Couple dtousan.
(/d/ and /t/ hybrid as well as dropping the final /d/ sound.)

Two thousan bucks?
(the final /d/ is dropped and the use of 'bucks' for dollars is a course form of slang that should not be used in business even when other's use the term. Use the word dollars to mean dollars.

Try to know?
(Poor sentence. You would be more correct if you said 'I tried to know.' or 'Please understand me.' or 'Do you understand?' would all make more sense and sound more grammatically correct.

Wednesday will be find.
(the final sound in fine is /n/ not /d/ as in find.)

Ok'd thenm.
(You only need to say ok not ok'd and your final sound on then sounds like a /n/ and /m/ hybrid sound.)

Hi, how ar'k you?
(the word is are and is pronounced like /arr/ not ark. Drop the final /k/ sound in are.)

Ok'd them.
(you mean ok then, not ok them.)

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Alot of good news.
(Poor choice in words. I have great news rather than 'alot' of great news as a quantitative term does not sound correct in terms of the amount of good news)

Tootal
(your 'o' sound as in whole is pronounced like /oo/ as in football.

Eight hundre dolla.
(you dropped your final /d/ sound in hundred and the final /r/ sound in dollar.)

Perhaps cut more orders for you guys?
(the term 'cut' is abusiness slang and can be used but hopefully not to often. The same can be said for the term 'guys' as it is a slang that is tolerable but should not be overused.)

What is you plan.
(it should say 'what is your plan.')

Only one distributor in Korean market?
(you have to add 'the' before a noun. It should read 'Only one distributor in the Korean market.)

Samsung work harder.
(it should read 'Samsung work's harder.)

Do you want me to make arrangements with his boss or something?
(do not use the term 'something' as a 'what ever' type situation as it sounds like slang. You could say with his boss or perhaps some other arrangements or plans can be made?)

In, I got, some copies of the envoice.
(do not splice together two or more sentences or ideas at the same time because it will sound confusing or unintellegable to the listener.)

Label is like, label is a division of such a company.
(again the same problem but in the context that you wanted clear labels so that you could add titles. Do not use the term 'like' in the context of 'same as' in this context because what you want is a blank label not a label like a blank.

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Next week I am going to the Dallas Texas.
(you do not have to use 'the' before a noun if the noun is a city of the state. You would not say I am going to the San Francisco California?)

Get back to you like seven o'clock in the morning.
(the term 'like' is again used out of context as a filler sound when you should be more specific about what you want to say. I will get back to you at about seven o'clock in the morning.)

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Appendix H

List of Materials for Test Subject #3

1. Non-disclosure
2. First Diagnostic Test
3. Addendum to First Diagnostic Test
4. Personal Data
5. Evaluation Form
6. Evaluation of Series of L2 Environment Recordings

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Agreement Form

I, Jaclyn Chiew, on this date, the nineteenth day of May in the year nineteen ninety seven, who resides at the following address 4280 Albany Drive #J221 San Jose CA 95129 promise to return the following items upon completion of this testing program for the Pacific Language Institute, P.O. Box 2214 Cupertino, California 95015-2214. The said items are as follows:

1. Sony brand Pressman Microcassette Recorder that includes 2 AA type batteries, AC/Charger System, Instructions and M-679V Microcassete Recorder at the approximate value of $60.00.

2. Numerious Microcassette Tapes at market value.

3. Evaluation Forms

4. Instruction Forms

The said items are the sole property of the Pacific Language Institute and must be returned at the termination of the program. Please date and sign the designated spaces below.

Signature	Signature
Jaclyn Chiew Promisor	Bradley S. Tice Witness/Owner
5/19/97	5/19/97
Date	Date

May 19, 1997

To: Jaclyn Chiew

In Regards: Language Testing

Dear Jaclyn,

I have included the following for your testing program.

1. Instructions for Recording.

2. Evaluation Sheets.

3. Recording Equipment

4. Agreement Forms - Materials and Confidentiality

I will be using the recordings from today's session to develop a file on your L2, second language, speech patterns. From this an individualized program can be developed for analyzing your formal and informal L2 speech environments. If you have any questions please feel free to contact me at the address or telephone number listed.

Sincerely,

Dr. Bradley S. Tice, Director and
Institute Professor of Language
and Linguistics.

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Instructions for Test Program

Please read all instructions for the use and operation of the Sony microcassete recorder before starting this test program. If at any time in the program you have questions please contact me at the following address and telephone number:

Bradley S. Tice, Director
Pacific Language Institute
P.O. Box 2214
Cupertino, CA 95015-2214
Telephone# (408)253-4449

Use the recorder as per instructions for all of your language environements, going to school, the store, cooking , talking with friends or family, driving, playing, getting dressed, watching television. Be creative in the use of these recordings and do not feel that you have to record EVERTHING! Record when you feel like or when you remember to do it. This is a very flexable program so feel free to be your own master. If you have recorded 'personal' information please feel free to blank out or record over this confidential information. I am only interested in your sound patterns, not your private life.

We can meet one a week to exchange tapes, I will give you new tapes and you can give me the recorded tapes, and I will keep you up to date on your English L2 language patterns as it developes from analyzing your language tapes. Remember to keep the tape recorder with in a specific area to record all the sounds, both yours and the other speakers, and this can be done by 'testing' the tape recorder in different situations and at different distances. Experiment with the system. See what works.

I will be giving you the evaluation sheets to record your comments and please feel free to develop these sheets as time and situations go by as they are only 'off the top of my head' type questions and are not really a true reflection of the questions to be asked. Again thank you for taking the time to do this program and I wish you great success in learning the English language.

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Instructions for Pronunciation Testing

There are four different sections to read aloud for the analysis of your speech patterns. Each section will be marked with a start and stop notation. Each of these sections will be read 3 times. The first time at normal speaking speed. The second at a slower than normal speed and the third at a faster than normal speed. The best way to approach these tests is by relaxing and not to worry about the results. This is not a reading test and you will make more errors than normal. That is the point of this test. The order of the four sections is as follows:

1. System Three Fascism
2. The Black Cottage
3. Lessing: Sunrise on the Veld
4. Timon of Athens: Act IV Scene III

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PERSONAL DATA - ESL

Name: Jaclyn Chiew

Date of Birth: 10/17

Country of Origin: Malaysia

Number of Years in USA: 2½ years

Original Language(s): Mandarin

Number of years learning English: 18 years

Formal environment (i.e.) school: Malaysia High School
Singapore In
De Anza College

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In-formal environment (i.e.) home: home, with friends
work place

Age first started learning English: 11

Other languages learned/spoken: Mandarin, Malay language, Cantonese.
Japanese.

What language do you use at home: English and Mandarin

What languge do you use with friends or in 'social' situations: English and sometimes Mandarin.

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What do you think is your level of English competence:

- **spoken**
  good
- **written**
  good
- **social**
  good
- **cultural**
  okay, not very good
- **reading**
  good
- **listening**
  good

What areas in English would you like to improve:
pronunciation, (American English), common mistakes in grammer and

What is your current educational goals: To complete my General Education in De Anza so that I could transfer to San Jose State for my Human Resources degree.

What is your future educational goals:
To do MBA

What does the English language mean to you:

Communication, International Business tool and social life.

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EVALUATION - ESL

1. **Did you feel comfortable performing these experiments?**

   I was not comfortable at the beginning.
   I always worry that the person whom I spoke with would miss
   I record our conversation

2. **How so?**

   1

3. **Why not?**

4. **Specifically describe any trouble or problem areas.**

   Most of the time I forgot to on my recorder, only after the conversation that I felt ~~that~~ I missed a great opportunity to record ~~g~~ a great conversation.

5. **Does the recorder interfere with your normal speaking environment?**

   No!

6. **How so?**

1

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7. **Do other people 'act' differently around you when you are using a recorder?**

Yes, especially my non-English speaking friends, they always ask me to stop recording.

8. **How so?**

9. **Do you ever record conversations without other people knowing you are recording?**

Yes!

10. **How do you think recorded versus non-recorded conversations differ?**

No big different, but I will play it back to check how I speak!

11. **How so?**

12. **What type of language environments do you record in?**

Mostly English but sometimes other languages too because they speak to me with other languages but my respond always in English

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13. **Describe each language environment. Be specific.**
My husband would speak English and Mandarin in the same sentences so do to I.

14. **Did you understand what is being asked of you for these evaluation tests?**
Yes!

15. **Please describe what is being asked of you for these tests.**
To find out how ESL students use English in unformal environment.

16. **Describe how you 'think' you speak and act when you are recording.**
Normal, sometimes I may speak louder hopeful Dr. Bradley would know it me that speaking.

17. **Do you 'feel' or 'act' differently from your recorded conversations?**
no

18. **Do you speak differently?**
no

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19. **How so?**
I should speak as normal as I can, so that this test would be able to find out what my weaknesses is.

20. **What would you add to these experiments?**

21. **What would you modify or remove?**

22. **What do you think about this Evaluation Form?**

23. **Comments:**

esults from First Pronunciation Analysis

Subject: Ja ı Chiew

Date of Re(lings: May 1997

Date of An sis: October 1997

Error Rates

Error rate e the number of errors per passage read at a specific r of reading speed.

Passage: T	Black Cottage
Normal ra	4
Fast rate:	1
Slow rate	3
Sunrise or	e Veld
Normal ra	5
Fast rate:	2
Slow rate	4
Timon of	ens
Normal ra	3
Fast rate:	1
Slow rate	4

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Error Types

Error types are the types of errors that resulted in the reading of the passages.

The Black Cottage
Normal rate:
[s] was dropped
[r] was replaced by [l]
[th] was dropped
[l] was replaced by [r]

Fast rate:
[r] was replaced by [l]

Slow rate:
[c] was replaced by [g]
[r] was dropped
[a] was dropped

Sunrise on the Veld:
Normal rate:
[r] was dropped
[l] was dropped
[l] was replaced by [r]

Fast rate:
[r] was dropped
[r] was replaced by [l]

Slow rate:
[r] was replaced by [l]
[l] was dropped
[l] was replaced by [r]

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Timon of Athens:
Normal rate:
[r] was replaced by [l]
[ed] was dropped
[i] was dropped

Fast rate:
[i] was dropped

Slow rate:
[th] was replaced by [d]
[l] was replaced by [d]
[i] was be dropped

Points from Analysis

1. The fast rate of speech had the fewest errors.

2. Error types were as follows:

[r] to [l]
[l] to [r]
[th] dropped
[i] dropped
[th] to [d]
[l] to [d]
[a] dropped
[s] dropped

3. Common error types.

[r] to [l]
[l] to [r]

4. The dropping of the [ed] was probably more a matter of attention that pronunciation difficulty.

5. The transfer of [c] in the word 'chanced' to [g] making it into the word 'changed' was also the result of attention and not pronunciation difficulties.

SYSTEM THREE FASCISM

Jaclyn Clyatt
December 1997
Normal Rate

1. The Best

When the Roman legions marched to battle, a single soldier marched at their head, bearing aloft a bundle of twigs. Each twig singly could be snapped with ease; bound together, they were virtually unbreakable and symbolized the invincibility of a unified force. Each twig, like each soldier, was made secure by mutual reinforcement. These symbolic bundles were called *fasces*, from which the name of our theory of government—fascism—is taken. Often blamed for the brutalities of its crudest exponents, fascism has acquired an unfortunate reputation. But in recognizing the great strength of a unified body, the potential of which infinitely surpasses the powers of its individually weak components, fascism in fact is profoundly correct.

It is also deeply moral. The achievements of humanity flow not from the deeds or ambitions of persons singly, but from their joint dedication to common causes. Those larger wholes in which all citizens may make their powers effective are therefore supremely important. We fascists recognize this importance and seek to formulate the principles upon which the largest of these wholes—the state—is properly governed. Governing a state is the most serious of all human affairs; because our system is one in which states are most deeply understood, it is the only system in which state government can be truly wise and truly just.

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Jaclyn Chiew
December 1997
Slow Rate

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Results from First Pronunciation Analysis Addendum

Subject: Jaclyn Chiew

Date of Recordings: May 1997

Date of Analysis: December 1997

Error Rates

Error rates are the number of errors per passage read at a specific rate of reading speed.

Passage: System Three Fascism
Normal Rate: 0
Fast Rate: 0
Slow Rate: 1

Error Type

[u] pronounced like [w].

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Normal Rate

Jaclyn Chiew

May 1997

And skip when thou point'st out? Will the cold brook,
Candied with ice, caudle thy morning taste
To cure thy o'ernight's surfeit? Call the creatures
Whose naked natures live in all the spite
Of wreakful heaven, whose bare unhoused trunks,
To the conflicting elements expos'd,
Answer mere nature; bid them flatter thee.
O, thou shalt find—

TIMON A fool of thee. Depart.

APEMANTUS
I love thee better now than e'er I did.

TIMON
I hate thee worse.

APEMANTUS Why?

TIMON Thou flatter'st misery.

APEMANTUS
I flatter not, but say thou art a caitiff.

TIMON
Why dost thou seek me out?

APEMANTUS
To vex thee.

TIMON
Always a villain's office or a fool's.
Dost please thyself in 't?

APEMANTUS Ay.

TIMON What, a knave too?

APEMANTUS
If thou didst put this sour-cold habit on
To castigate thy pride, 'twere well, but thou
Dost it enforcedly. Thou 'dst courtier be again,
Wert thou not beggar. Willing misery
Outlives incertain pomp, is crown'd before:
The one is filling still, never complete;
The other, at high wish. Best state, contentless,
Hath a distracted and most wretched being,
Worse than the worst, content.
Thou shouldst desire to die, being miserable.

TIMON
Not by his breath that is more miserable.
Thou art a slave, whom Fortune's tender arm
With favor never clasp'd, but bred a dog.
Hadst thou, like us from our first swath, proceeded
The sweet degrees that this brief world affords
To such as may the passive drugs of it
Freely command, thou wouldst have plung'd thyself
In general riot, melted down thy youth
In different beds of lust, and never learn'd
The icy precepts of respect, but followed
The sug'red game before thee. But myself,
Who had the world as my confectionary,
The mouths, the tongues, the eyes, and hearts of men
At duty, more than I could frame employment;
That numberless upon me stuck as leaves
Do on the oak, have with one winter's brush
Fell from their boughs and left me open, bare
For every storm that blows—I to bear this,
That never knew but better, is some burden.
Thy nature did commence in sufferance, time
Hath made thee hard in 't. Why shouldst thou hate men?
They never flatter'd thee. What hast thou given?
If thou wilt curse, thy father, that poor rag,
Must be thy subject, who in spite put stuff
To some she beggar and compounded thee
Poor rogue hereditary. Hence, be gone!
If thou hadst not been born the worst of men,
Thou hadst been a knave and flatterer.

APEMANTUS
Art thou proud yet?

TIMON Ay, that I am not thee.

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I, that I was no prodigal.

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I, that I am one now.
Were all the wealth I have shut up in thee,
I'd give thee leave to hang it. Get thee gone.
That the whole life of Athens were in this!
Thus would I eat it. [*Eats a root.*]

APEMANTUS Here, I will mend thy feast.
[*Offers him food.*]

TIMON
First mend my company, take away thyself.

APEMANTUS
So I shall mend mine own, by th' lack of thine.

TIMON
'Tis not well mended so, it is but botch'd;
If not, I would it were.

APEMANTUS
What wouldst thou have to Athens?

TIMON
Thee thither in a whirlwind. If thou wilt,
Tell them there I have gold; look, so I have.
[*Shows his gold.*]

APEMANTUS
Here is no use for gold.

TIMON The best and truest;
For here it sleeps, and does no hired harm.

APEMANTUS Where liest o' nights, Timon?

TIMON Under that's above me.
Where feed'st thou o' days, Apemantus?

APEMANTUS Where my stomach finds meat; or, rather, where I eat it.

TIMON Would poison were obedient and knew my mind!

227 **skip** . . . out jump to fulfill your command 228 **Candied** crystalline. **caudle** . . . taste i.e., provide you with a caudle, a hot spiced drink 230 **in** exposed to 231 **wreakful** revengeful 233 **Answer** cope with, contend with. **mere** stark, unrelieved 234 **of** in 237 **caitiff** wretch 245–246 **Willing** . . . before deliberately chosen poverty outlasts the life of insecure ceremony and wealth, and is sooner crowned with spiritual reward 247 **is filling still** is never satisfied 248 **at high wish** as content as it desires 248–250 **Best** . . . content being at the height of prosperity without contentment means a wretched existence, worse than being at the bottom of prosperity with contentment 252 **Not** . . . **tolerable** i.e., not when he who speaks (Apemantus) is more to be pitied than I 254 **bred** i.e., one whom Fortune bred 255 **swath** swaddling clothes. **proceeded** passed through (like a student taking an academic degree) 257 **drugs** drudges 260 **different** various 262 **sug'red game** sweet-tasting quarry. (Cf. I. 228.)

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BEST COPY AVAILABLE

Fast Rate

Jaclyn Chiew

May 1997

And skip when thou point'st out? Will the cold brook,
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BEST COPY AVAILABLE

Slow Rate May 1997 Jaclyn Chiew

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BEST COPY AVAILABLE

Normal Rate Jaclyn Chiew

 May 1997

blood pulsing down his legs and along his arms, and the exultation and pride of body mounted in him till he was shutting his teeth hard against a violent desire to shout his triumph.

Soon he had left the cultivated part of the farm. Behind him the bush was low and black. In front was a long vlei, acres of long pale grass that sent back a hollowing gleam of light to a satiny sky. Near him thick swathes of grass were bent with the weight of water, and diamond drops sparkled on each frond.

The first bird woke at his feet and at once a flock of them sprang into the air calling shrilly that day had come; and suddenly, behind him, the bush woke into song, and he could hear the guinea fowl calling far ahead of him. That meant they would now be sailing down from their trees into thick grass, and it was for them he had come: he was too late. But he did not mind. He forgot he had come to shoot. He set his legs wide, and balanced from foot to foot, and swung his gun up and down in both hands horizontally, in a kind of improvised exercise, and let his head sink back till it was pillowed in his neck muscles, and watched how above him small rosy clouds floated in a lake of gold.

Suddenly it all rose in him: it was unbearable. He leapt up into the air, shouting and yelling wild, unrecognisable noises. Then he began to run, not carefully, as he had before, but madly, like a wild thing. He was clean crazy, yelling mad with the joy of living and a superfluity of youth. He rushed down the vlei under a tumult of crimson and gold, while all the birds of the world sang about him. He ran in great leaping strides, and shouted as he ran, feeling his body rise into the crisp rushing air and fall back surely on to sure feet; and thought briefly, not believing that such a thing could happen to him, that he could break his ankle any moment, in this thick tangled grass. He cleared bushes like a duiker, leapt over rocks; and finally came to a dead stop at a place where the ground fell abruptly away below him to the river. It had been a two-mile-long dash through waist-high growth, and he was breathing hoarsely and could no longer sing. But he poised on a rock and looked down at stretches of water that gleamed through stooping trees, and thought suddenly, I am fifteen! Fifteen! The words came new to him; so that he kept repeating them wonderingly, with swelling excitement; and he felt the years of his life with his hands, as if he were counting marbles, each one hard and separate and compact, each one a wonderful shining thing. That was what he was: fifteen years of this rich soil, and this slow-moving water, and air that smelt like a challenge whether it was warm and sultry at noon, or as brisk as cold water, like it was now.

There was nothing he couldn't do, nothing! A vision came to him, as he stood there, like when a child hears the word "eternity" and tries to understand it, and time takes possession of the mind. He felt his life

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Fast Rate Jaclyn Chiew

 May 1997

blood pulsing down his legs and along his arms, and the exultation and pride of body mounted in him till he was shutting his teeth hard against a violent desire to shout his triumph.

Soon he had left the cultivated part of the farm. Behind him the bush was low and black. In front was a long vlei, acres of long pale grass that sent back a hollowing gleam of light to a satiny sky. Near him thick swathes of grass were bent with the weight of water, and diamond drops sparkled on each frond.

The first bird woke at his feet and at once a flock of them sprang into the air calling shrilly that day had come; and suddenly, behind him, the bush woke into song, and he could hear the guinea fowl calling far ahead of him. That meant they would now be sailing down from their trees into thick grass, and it was for them he had come: he was too late. But he did not mind. He forgot he had come to shoot. He set his legs wide, and balanced from foot to foot, and swung his gun up and down in both hands horizontally, in a kind of improvised exercise, and let his head sink back till it was pillowed in his neck muscles, and watched how above him small rosy clouds floated in a lake of gold.

Suddenly it all rose in him: it was unbearable. He leapt up into the air, shouting and yelling wild, unrecognisable noises. Then he began to run, not carefully, as he had before, but madly, like a wild thing. He was clean crazy, yelling mad with the joy of living and a superfluity of youth. He rushed down the vlei under a tumult of crimson and gold, while all the birds of the world sang about him. He ran in great leaping strides, and shouted as he ran, feeling his body rise into the crisp rushing air and fall back surely on to sure feet; and thought briefly, not believing that such a thing could happen to him, that he could break his ankle any moment, in this thick tangled grass. He cleared bushes like a duiker, leapt over rocks; and finally came to a dead stop at a place where the ground fell abruptly away below him to the river. It had been a two-mile-long dash through waist-high growth, and he was breathing hoarsely and could no longer sing. But he poised on a rock and looked down at stretches of water that gleamed through stooping trees, and thought suddenly, I am fifteen! Fifteen! The words came new to him; so that he kept repeating them wonderingly, with swelling excitement; and he felt the years of his life with his hands, as if he were counting marbles, each one hard and separate and compact, each one a wonderful shining thing. That was what he was: fifteen years of this rich soil, and this slow-moving water, and air that smelt like a challenge whether it was warm and sultry at noon, or as brisk as cold water, like it was now.

There was nothing he couldn't do, nothing! A vision came to him, as he stood there, like when a child hears the word "eternity" and tries to understand it, and time takes possession of the mind. He felt his life

BEST COPY AVAILABLE

Slow Rate Jaclyn Chiesa

 May 1997

blood pulsing down his legs and along his arms, and the exultation and pride of body mounted in him till he was shutting his teeth hard against a violent desire to shout his triumph.

Soon he had left the cultivated part of the farm. Behind him the bush was low and black. In front was a long vlei, acres of long pale grass that sent back a hollowing gleam of light to a satiny sky. Near him thick swathes of grass were bent with the weight of water, and diamond drops sparkled on each frond.

The first bird woke at his feet and at once a flock of them sprang into the air calling shrilly that day had come; and suddenly, behind him, the bush woke into song, and he could hear the guinea fowl calling far ahead of him. That meant they would now be sailing down from their trees into thick grass, and it was for them he had come: he was too late. But he did not mind. He forgot he had come to shoot. He set his legs wide, and balanced from foot to foot, and swung his gun up and down in both hands horizontally, in a kind of improvised exercise, and let his head sink back till it was pillowed in his neck muscles, and watched how above him small rosy clouds floated in a lake of gold.

Suddenly it all rose in him: it was unbearable. He leapt up into the air, shouting and yelling wild, unrecognisable noises. Then he began to run, not carefully, as he had before, but madly, like a wild thing. He was clean crazy, yelling mad with the joy of living and a superfluity of youth. He rushed down the vlei under a tumult of crimson and gold, while all the birds of the world sang about him. He ran in great leaping strides, and shouted as he ran, feeling his body rise into the crisp rushing air and fall back surely on to sure feet; and thought briefly, not believing that such a thing could happen to him, that he could break his ankle any moment, in this thick tangled grass. He cleared bushes like a duiker, leapt over rocks; and finally came to a dead stop at a place where the ground fell abruptly away below him to the river. It had been a two-mile-long dash through waist-high growth, and he was breathing hoarsely and could no longer sing. But he poised on a rock and looked down at stretches of water that gleamed through stooping trees, and thought suddenly, I am fifteen! Fifteen! The words came new to him; so that he kept repeating them wonderingly, with swelling excitement; and he felt the years of his life with his hands, as if he were counting marbles, each one hard and separate and compact, each one a wonderful shining thing. That was what he was: fifteen years of this rich soil, and this slow-moving water, and air that smelt like a challenge whether it was warm and sultry at noon, or as brisk as cold water, like it was now.

There was nothing he couldn't do, nothing! A vision came to him, as he stood there, like when a child hears the word "eternity" and tries to understand it, and time takes possession of the mind. He felt his life

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Normal Rate Jaclyn Cliver
May 1997

Somewhere out of this house. How can I make you——"

"If—you—do!" She was opening the door wider.
"Where do you mean to go? First tell me that.
I'll follow and bring you back by force. I *will*!—"

THE BLACK COTTAGE

We chanced in passing by that afternoon
To catch it in a sort of special picture
Among tar-banded ancient cherry trees,
Set well back from the road in rank lodged grass,
The little cottage we were speaking of,
A front with just a door between two windows,
Fresh painted by the shower a velvet black.
We paused, the minister and I, to look.
He made as if to hold it at arm's length
Or put the leaves aside that framed it in.
"Pretty," he said. "Come in. No one will care."
The path was a vague parting in the grass
That led us to a weathered windowsill.
We pressed our faces to the pane. "You see," he said,
"Everything's as she left it when she died.
Her sons won't sell the house or the things in it.
They say they mean to come and summer here
Where they were boys. They haven't come this year.
They live so far away—one is out West—
It will be hard for them to keep their word.
Anyway they won't have the place disturbed."
A buttoned haircloth lounge spread scrolling arms
Under a crayon portrait on the wall,
Done sadly from an old daguerreotype.
'That was the father as he went to war.

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Fast Rate Jaclyn Chiew
May 1997

Somewhere out of this house. How can I make you——"

"If—you—do!" She was opening the door wider.
"Where do you mean to go? First tell me that.
I'll follow and bring you back by force. I *will*!—"

THE BLACK COTTAGE

We chanced in passing by that afternoon
To catch it in a sort of special picture
Among tar-banded ancient cherry trees,
Set well back from the road in rank lodged grass,
The little cottage we were speaking of,
A front with just a door between two windows,
Fresh painted by the shower a velvet black.
We paused, the minister and I, to look.
He made as if to hold it at arm's length
Or put the leaves aside that framed it in.
"Pretty," he said. "Come in. No one will care."
The path was a vague parting in the grass
That led us to a weathered windowsill.
We pressed our faces to the pane. "You see," he said,
"Everything's as she left it when she died.
Her sons won't sell the house or the things in it.
They say they mean to come and summer here
Where they were boys. They haven't come this year.
They live so far away—one is out West—
It will be hard for them to keep their word.
Anyway they won't have the place disturbed."
A buttoned haircloth lounge spread scrolling arms
Under a crayon portrait on the wall,
Done sadly from an old daguerreotype.
"That was the father as he went to war.

BEST COPY AVAILABLE

Slow Rate Jaclyn Chiew
May 1997

Somewhere out of this house. How can I make you——"

"If—you—do!" She was opening the door wider.
"Where do you mean to go? First tell me that.
I'll follow and bring you back by force. I *will*!—"

THE BLACK COTTAGE

We chanced in passing by that afternoon
To catch it in a sort of special picture
Among tar-banded ancient cherry trees,
Set well back from the road in rank lodged grass,
The little cottage we were speaking of,
A front with just a door between two windows,
Fresh painted by the shower a velvet black.
We paused, the minister and I, to look.
He made as if to hold it at arm's length
Or put the leaves aside that framed it in.
"Pretty," he said. "Come in. No one will care."
The path was a vague parting in the grass
That led us to a weathered windowsill.
We pressed our faces to the pane. "You see," he said,
"Everything's as she left it when she died.
Her sons won't sell the house or the things in it.
They say they mean to come and summer here
Where they were boys. They haven't come this year.
They live so far away—one is out West—
It will be hard for them to keep their word.
Anyway they won't have the place disturbed."
A buttoned haircloth lounge spread scrolling arms
Under a crayon portrait on the wall,
Done sadly from an old daguerreotype.
"That was the father as he went to war.

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Appendix I

Report on Subject #1 for Transfer Phoneme Analysis from the L1 to the L2.

By Bradley S. Tice
Pacific Language Institute

Abstract

The evaluation and diagnosis of transfer phonemes from the L1 to the L2 from subject #1. An inventory of phonemic transfer errors and their corresponding evaluation to existing theoretical data from the strong hypothesis of Contrastive Analysis Theory. Results from this study support Contrastive Analysis as a valid method in diagnosing common phoneme transfer errors from the L1 to the L2.

Introduction

On two separate occasions the subject was recorded reading several passages of English as a way to gather data about the phonemic qualities of the L2. From this the tester evaluates the recorded material against a written transcript of that material. From this a record of phonemic transfer errors can be diagnosed and matched against existing data on such variations of language production. Contrastive Analysis is used to predict these errors in the transfer of L1 to L2 speech and will be used as a theoretical model of such errors (Lado,

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1957).

Methods and Materials

The subject was a Hispanic female and had Spanish as an L1 and English as an L2. The subject was recorded at two different time periods, 3/16/93 and 3/24/93, and read passages from the following works:

1. Lessing, Sunrise on the Veld.
2. In a Disused Graveyard
3. Shakespeare, The Life and Death of King John
4. Cohen, The Four Systems "System three fascism"

Each reading was read at the following rates of speed:

a. Normal
b. Fast
c. Slow

From these recordings an analysis of the sounds produced were measured against the written transcript of that reading and marked according to error. This usually was done by a underlining of either a consonant or a vowel in a word and produced a record of errors that could be tabulated and analyzed against theoretical and existing phoneme studies.

Results

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The first test was done on 3/16/93 and resulted in the following data:

Types of phonemic errors. Note the page numbers at the end of each phoneme corresponds to theoretical error types found in contrastive analysis sources (Swan and Smith, 1987).

[th] pronounced like [d] in all positions. (page 74)

[t] pronounced like [d] in all positions. (page 74)

[i] pronounced like [ee]. (page 73)

[s] omitted in all positions. (page 75)

All of these errors are accounted for in the strong hypothesis of the Contrastive Analysis Theory and the number of each error type per session is recorded below.

First Session.

[th] occurred 10 times.

[t] occurred 2 times.

[d] occurred 1 time.

[s] occurred 2 times.

[d] occurred 1 time.

[a] occurred 1 time.

Second session was recorded on 3/24/93.

[th] occurred 4 times.

[t] occurred 8 times.

[o] occurred 4 times.

[s] occurred 4 times.

[i] occurred 1 time.

[a] occurred 5 times.

[z] occurred 1 time

[ed] was dropped 3 times.

[l] occurred 1 time.

These parallel error rates found in contrastive analysis studies.

Discussion

The phonemic transfer errors predicted by the strong hypothesis of contrastive analysis was 100% accurate as a predicting factor. This is a very high level of prediction for a biological process, let alone one that has so many variables, considering it's theory is over forty years old, in a last stand of 'Bloomfield' type linguistics. This justifies the use of Contrastive Analysis as a phonemic transfer predictor of interference errors from the L1 to the L2.

References

Lado, R. (1957) Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor: University of Michigan.

Swan, M. and Smith, B. (1987) Learner English: A Teacher's Guide to Interference and Other Problems. Cambridge: Cambridge University Press.

Appendix J

Report on Subject #2 for Transfer Phoneme Analysis from the L1 to the L2.

By Bradley S. Tice
Pacific Language Institute

Abstract

The evaluation and diagnosis of transfer phonemes from the L1 to the L2 from subject #2. An inventory of phonemic transfer errors and their corresponding evaluation to existing theoretical data from the strong hypothesis of Contrastive Analysis Theory. Results from this study support Contrastive Analysis as a valid method in diagnosing common phoneme transfer errors from the L1 to the L2.

Introduction

On two separate occasions the subject was recorded reading several passages of English as a way to gather data about the phonemic qualities of the L2. From this the tester evaluates the recorded material against a written transcript of that material. From this a record of phonemic transfer errors can be diagnosed and matched against existing data on such variations of language production. Contrastive Analysis is used to predict these errors in the transfer of L1 to L2 speech and will be used as a theoretical model of such errors (Lado,

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1957).

Methods and Materials

The subject was a Korean male and had Korean as an L1 and English as an L2. The subject was recorded at two different time periods, and , and read passages from the following works:

1. Wright, The Ethics of Living Jim Crow
2. In a Disused Graveyard
3. Shakespeare, Timon of Athens

Each reading was read at the following rate of speed:

a. Normal

From these recordings an analysis of the sounds produced were measured against the written transcript of that reading and marked according to error. This usually was done by a underlining of either a consonant or a vowel in a word and produced a record of errors that could be tabulated and analyzed against theoretical and existing phoneme studies.

Results

The first test was done on March 30, 1993 and resulted in the

following data:

Types of phonemic errors. Note the page numbers at the end of each phoneme corresponds to theoretical error types found in contrastive analysis sources (Cheng, 1987 and Nyung-Woo Jung, 1962).

	Cheng	Nyung-Woo Jung
[th] pronounced like [d] initial and final	(page 69)	
[t] pronounced like [d] initial	(page 69)	(page 28)
[l] pronounced like [r] initial	(page 74)	(page 43)
[r] pronounced like [l] initial and middle	(page 74)	(page 44)
[v] pronounced like [d] initial and middle		(page 32)

All of these errors are accounted for in the strong hypothesis of the Contrastive Analysis Theory and the number of each error type per session is recorded below.

First Session March 30, 1993.

[th] occurred 4 times.

[t] occurred 1 time.

[l] occurred 1 time.

[s] occurred 1 time.

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[r] occurred 7 time.

[v] occurred 3 times.

Second session was recorded on May 4, 1993. The Priority Method of training used during the intervening two weeks between the two diagnostic tests (Tice, 1995).

[th] occurred 2 times.

[r] occurred 2 times.

These parallel error rates found in contrastive analysis studies.

The following are transfer phoneme errors found in the self-recorded informal and formal L2 environments. The self-recorded sessions were done with a manual off and on personal tape recording device that was used to record all sounds in the English L2 informal and formal environments while the subject was at work.

The following phonemic errors were recorded:

[d] was dropped periodically, especially the 'ed' ending of works.

[l] and [r] transfers in all positions.

In analyzing the preliminary findings of the informal and

formal L2 environment, two points were noticed:

1. The the [d] phoneme error of being omitted in words, especially at final position; usually an 'ed' ending word, was not diagnosed on either two formal L2 diagnostic tests.

2. The [l] and [r] phonemic transfer errors were the only errors to occur from the first and second diagnostic tests and represented the greatest rate of errors of any phonemic types.

Discussion

The phonemic transfer errors predicted by the strong hypothesis of contrastive analysis was 100% accurate as a predicting factor. This is a very high level of prediction for a biological process, let alone one that has so many variables, considering it's theory is over forty years old, in the last stand of 'Bloomfield' type linguistics. This justifies the use of Contrastive Analysis as a phonemic transfer predictor of interference errors from the L1 to the L2.

References

Cheng, L.L. (1987) Assessing Asian Language Performance. Rockville: Aspen Publishers, Inc.

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Appendix K

Report on Results from the Use of the Priority Method on Subject #2

By Bradley S. Tice
Pacific Language Institute

Abstract

An evaluation on the effects of removing 'fossilized' phonemes in the target L2 in a two week period of intensive L2 behaviorist training focusing on articulation drills and listening skills. Results showed a 75% decrease in transfer phonemic error types. This points to a rethinking of constraints when discussing notions of limits of acquisition levels and forms a bases of 'nurture' in the context of 'nature' in learning an L2.

Introduction

The following is an explanation of the three step process of the Priority Method:

Step One

The first step of The Priority Method is the evaluation of transfer errors that occur from the L1 to the L2 in SLA students and is done by the use of Contrastive Analysis. This hypothesis proposed by Lado in 1957, (Felix:1980), maintains that the L2 is acquired by these elements most similar to the

L1. Thus those elements that are similar from the L1 to the L2 will provide a common phonemic map of transfer errors. This is the theory behind the use of contrastive analysis. The content of the language problems are the transfer errors from the L1 to the L2. The phonology of the SLA student is used as a bases from which a phonemic evaluation of the L2 can take place. From this evaluation, a common distribution of errors is made and can be the starting point of error correction. The use of Contrastive Analysis as a preliminary map of transfer errors is a solid foundation from which to build a general map of transfer errors as the L1 has influence on the L2 as confirmed by Dulay, Burt and Krashen (1982). Because each SLA student is different, individual testing of their respect sound pattern quality is done by the use of Error Analysis.

Step Two

The second part of the Priority Method is the use of Error Analysis as a diagnostic system used to identify all sound pattern errors, including phonological ones, but is used in this case to expose phonemic transfer errors in SLA students. The SLA student is given a brief, one page, sample text written in the L2 and is to read this text aloud into a tape recording

device. The sample text is designed to test the SLA student's level of pronunciation and is not a reading test. The sample text should be read with some ease by the student to make the use of such an L2 text valid. The tape can then be played to diagnose all sound pattern errors and used against the sample text for reference. The sample text and tape recording should be saved for future reference in evaluating the student's pronunciation performance as the same sample text should be used as a control factor in these diagnostic tests.

Step Three

The third and final step of The Priority Method is the correction of these pronunciation errors evaluated and diagnosed in steps one and two of The Priority Method. This process is done with the use of a Language Learning Loop which is the incorporation of an input-output system of language feedback. Two tape recorders are used of which the (a) tape recorder is playing a model of the L2 sound pattern while, simultaneously, the (b) tape recorder is recording both the model L2 sound and the pronunciation attempts by the SLA student to model their sound pattern quality with that of the (a) tape recorder model of sound of the L2.

This closed system of communication, as described by Shannon and Weaver (1949), is designed to give the SLA student viable feedback in the manner of ideal pronunciation, the (a) tape recording of a model of the L2, and feedback from the SLA student's pronunciation attempts and the model of the L2. The SLA student then has a model to compare and contrast the pronunciation attempts with that of an ideal model of the L2 sound pattern. This process of feedback, Perren and Trim (1971), of the model and student attempt of the L2, especially the sensori-motor process in articulation, is essential in acquiring the correct model of the spoken L2.

Results

Subject #2 is a Korean male about forty years of age and is educated, formal education-graduate school; technical area, and is Korean L1 and English L2. Began formal English L2 training at age 11 in school in Korea.

Subject #2 was given a diagnostic test on March 30, 1993 with the following errors:

[th] pronounced like [d] in initial and final positions

[t] pronounced like [d] in initial position.

[l] pronounced like [r] in initial position.

[r] pronounced like [l] in initial and middle position.

[v] pronounced like [d] in initial and middle positions.

All of these errors parallel existing traditional phonemic error patterns of L1 to L2 transfers (Cheng, 1987 and Nyung-Woo Jung, 1962).

The second diagnostic test was done after a two week intensive use of the Priority Method. The following are a list of phonemic errors that occurred:

[th] pronounced like [d].

[r] pronounced like [l].

Both of these types of errors had occurred on the first diagnostic test but the real interesting fact is that 75% of these so called 'fossilized' or uncorrectable transfer errors had been removed. This is simply an unusual find in that such theories have been around for centuries and have been 'scientifically' proven to exist (Lenneberg, 1967).

The two week intensive use of the Priority Method was the

use of routinized phonemic, word, and phrase inventories that concentrated on the problematic areas of L1 to L2 phonemic transfer and used the language learning loop as a feedback system for spoken analysis. Three sessions a week with me, about 45 minutes in length, and from one half an hour to one hour per day training period alone with this system.

Discussion

These results are truly phenomenal and point to grave problems with existing language theories. These results point to the following conclusions:

1. That routinized processes of speech are important in training articulators and speech mechanisms in both L1 and L2 subjects.

2. Task specific training of phonemes is achieved by concentrating on problematic areas, i.e. transfer errors, that occur in the L1 to L2 interlanguage continuum.

3. This is an efficient process as few language acquisition types are modified or imparted in just two weeks period of time. This is especially true of so called 'fossilized' or impossible language features such as the one corrected by the

Priority Method.

4. This has a direct impact on teaching pedogogy as such problem areas as 'pronunciation' have been ignored for decades as 'research' concluded that such processes were irreversible.

5. This system replicates L1 learning styles.

From this study, a new way of thinking should be clear in regarding the truths of such absolutes as fossilization and that such notions should be re-evaluated, as such theories have helped to shape a world were limits are more man-made than God had ever intended.

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Appendix L

Report on Results from the Use of the Language Learning Loop on Subject #2

By Bradley S. Tice
Pacific Language Institute

Abstract

The use of a language feedback system to evaluate spoken L2 production during articulation training exercises. This has a two fold effect of allowing comparative and contrastive phonetic and suprasegmental features to be analyzed against the target language productions. This system of feedback has implications to all aspects of sound production and analysis of both L1 and L2 speech.

Information

The use of a Language Learning Loop is the incorporation of an input-output system of language feedback. Two tape recorders are used of which the (a) tape recorder is playing a model of the L2 sound pattern while, simultaneously, the (b) tape recorder is recording both the model L2 sound and the pronunciation attempts by the SLA student to model their sound pattern quality with that of the (a) tape recorder model of sound of the L2.

This closed system of communication, as described by Shannon and Weaver (1949), is designed to give the SLA student viable feedback in the manner of ideal pronunciation, the (a) tape recording of a model of the L2, and feedback from the SLA student's pronunciation attempts and the model of the L2. The SLA student then has a model to compare and contrast the pronunciation attempts with that of an ideal model of the L2 sound pattern. This process of feedback, Perren and Trim (1971), of the model and student attempt of the L2, especially the sensori-motor process in articulation, is essential in acquiring the correct model of the spoken L2.

With the use of a Language Learning Loop which is the incorporation of an input-output system of language feedback. Two tape recorders are used of which the (a) tape recorder is playing a model of the L2 sound pattern while, simultaneously, the (b) tape recorder is recording both the model L2 sound and the pronunciation attempts by the SLA student to model their sound pattern quality with that of the (a) tape recorder model of sound of the L2.

This closed system of communication, as described by Shannon and Weaver (1949), is designed to give the SLA

student viable feedback in the manner of ideal pronunciation, the (a) tape recording of a model of the L2, and feedback from the SLA student's pronunciation attempts and the model of the L2. The SLA student then has a model to compare and contrast the pronunciation attempts with that of an ideal model of the L2 sound pattern. This process of feedback, Perren and Trim (1971), of the model and student attempt of the L2, especially the sensori-motor process in articulation, is essential in acquiring the correct model of the spoken L2.

Results

Subject #2 found the feedback system to be far superior to non-feedback language analysis as the contrastive model of target L2 and L2 production make for a straight forward assessment of phonemic features.

To measure the success of the system as it relates to a specific acquisition model, the language learning loop was incorporated into the Priority Method system of behaviorist training using routinized phonemic and word inventories (Tice, 1995). A diagnostic test was done before training and one was performed after training.

The training was for two weeks and was done every day by the student for not more than one hour and not less the ene half of an hour each day. I worked with the student three times a week for that period of two weeks. The results after using both the Priority Method and the Language Learning Loop was a decrease of fossilized phonemic transfer error types by 75%.

This is a very large decrease for a process that has been held to be unsolvable by the adult LAD, Language Acquisition Device, and seems to favor a 'nurture' in context of 'nature' philosophy when we draw up constraints to language acquisition types and features.

Discussion

The language learning loop has the following strengths:

1. Effective form of feedback for all aspects of spoken L1 and L2 productions.

2. Can be integrated into other language systems, i.e. The Priority Method.

3. Parallels perceptual model of human learning.

4. Supports a behaviorist learning model of acquisition.

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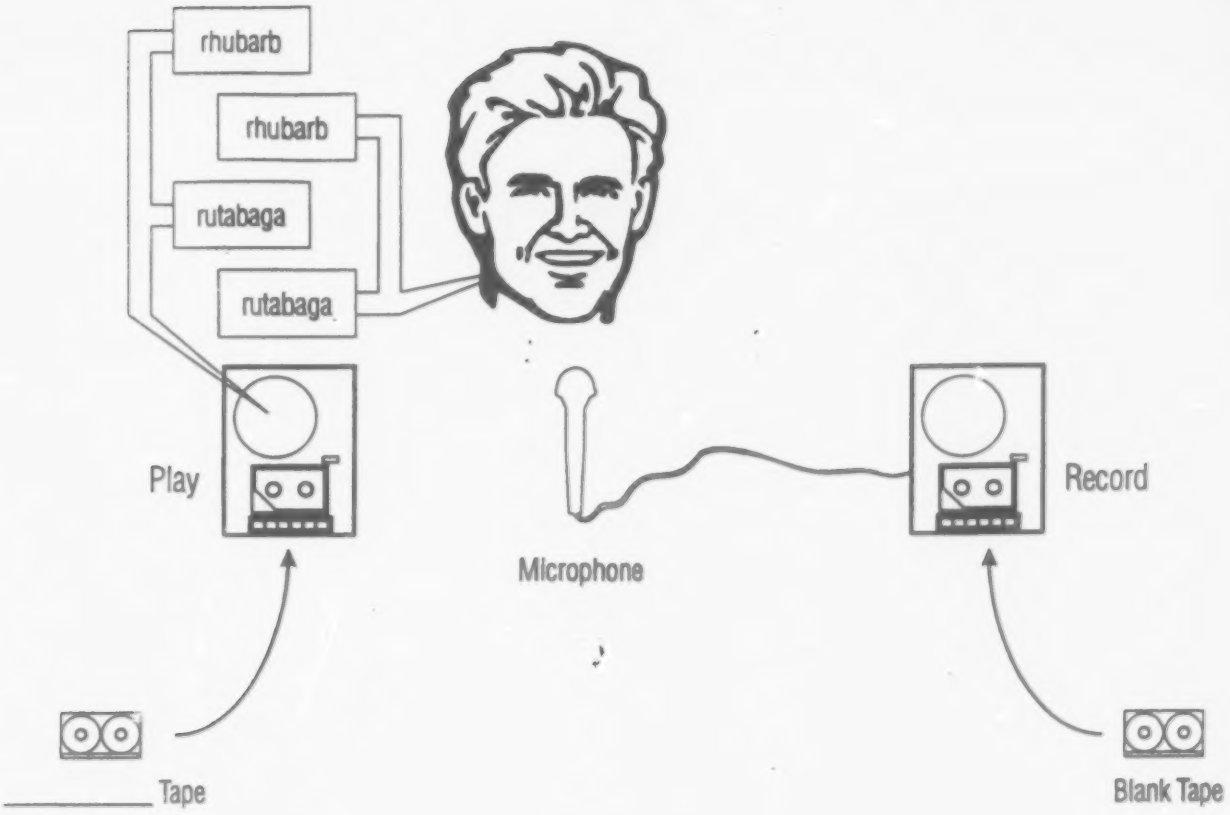
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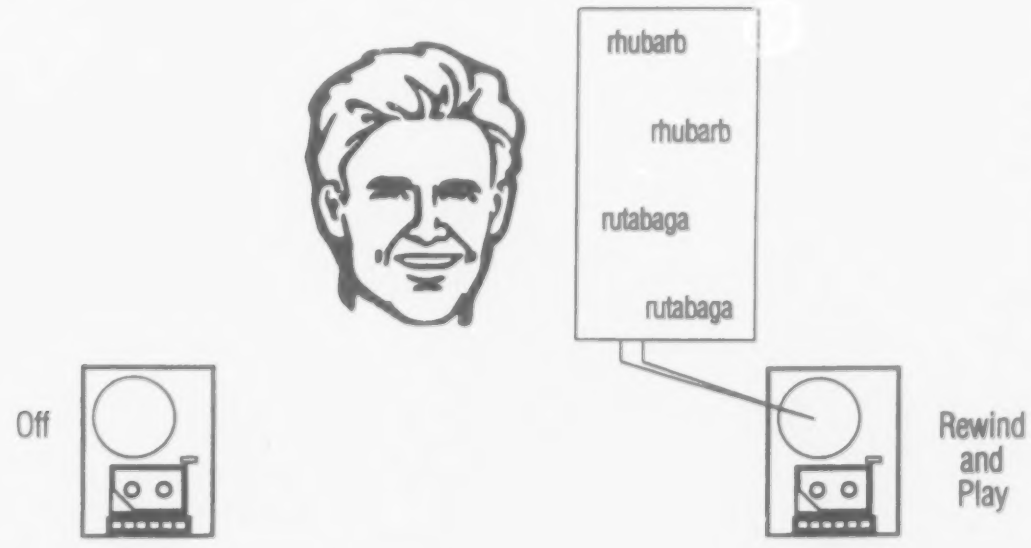
A


rhubarb
rhubarb
rutabaga
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Off
Rewind
and
Play

B

Appendix M

Report on Subject #3 for Transfer Phoneme Analysis from the L1 to the L2

By Bradley S. Tice
Pacific Language Institute

Abstract

The evaluation and diagnosis of transfer phonemes from the L1 to the L2 from subject #1. An inventory of phonemic transfer errors and their corresponding evaluation to existing theoretical data from the strong hypothesis of Contrastive Analysis Theory. Results from this study support Contrastive Analysis as a valid method in diagnosing common phoneme transfer errors from the L1 to the L2.

Introduction

The subject was recorded reading several passages of English as a way to gather data about the phonemic qualities of the L2. From this the tester evaluates the recorded material against a written transcript of that material. From this a record of phonemic transfer errors can be diagnosed and matched against existing data on such variations of language production. Contrastive Analysis is used to predict these errors in the transfer of L1 to L2 speech and will be used as a theoretical model of such errors (Lado, 1957).

Methods and Materials

The subject was a Hispanic female and had Spanish as an L1 and English as an L2. The subject was recorded once in May of 1997 and read passages from the following works:

1. Lessing, Sunrise on the Veld
2. The Black Cottage
3. Shakespeare, Timon of Athens
4. Cohen, The Four Systems "System three fascism"

Each reading was read at the following rates of speed:

a. Normal

b. Fast

c. Slow

From these recordings an analysis of the sounds produced were measured against the written transcript of that reading and marked according to error. This usually was done by a underlining of either a consonant or a vowel in a word and produced a record of errors that could be tabulated and analyzed against theoretical and existing phoneme studies.

Results

The first test was done on May 1997 and resulted in the following data:

Types of phonemic errors. Note the page numbers at the end of each phoneme corresponds to theoretical error types found in contrastive analysis sources (Swan and Smith, 1987 and Cheng, 1987).

	(Swan and Smith)	(Cheng)
[r] pronounced like [l] in all positions.	page 226	(page 31)
[l] pronounced like [r] in all positions.	(page 226	(page 31)
[th] is dropped	(page 225)	(page 31)
[th] pronounced like [d]	(page 225)	(page 31)
[i] is dropped	n/a	n/a
[l] pronounced like [d]	(page 226)	n/a
[s] omitted in all positions.	n/a	(page 31)
[a] omitted in all positions.	(page 75)	n/a

All of these errors are accounted for in the strong hypothesis of the Contrastive Analysis Theory and the number of each error type per session is recorded below.

Totals of four readings and three rates of speech.

Phoneme Type	Normal	Fast	Slow
[th]			2
[th] (omitted)	1		
[r]	3	3	3
[l]	4		2
[s]	1		1
[i]	1	1	
[a]	1		1

Note: Both [l] and [r] phonemes had the highest rate of frequency of errors. Also the fast rate of speech delivery had the fewest errors and had a high target level of suprasegmental features of L2 speech.

These parallel error rates found in contrastive analysis studies.

Discussion

The changing of L2 production rates produced the desired stress that would be found in 'real world' speaking environments and are a valid approximation of normal L2 discourse speech. Error rates and types were similar on both

the normal and slow rates of L2 delivery. The implications of this maybe that the fast rate of speech more accurately models a natural profile of spoken discourse than either the normal or slow L2 delivery rates. This would have direct influence on how we judge environment in regards to L2 speaking qualities and the following equation would seem to match this thinking

E(x)+L(y) = Q(X+y) were:

E= language environment
L= language spoken
Q= language quality as it relates to target language

The phonemic transfer errors predicted by the strong hypothesis of contrastive analysis was 100% accurate as a predicting factor. This is a very high level of prediction for a biological process, let alone one that has so many variables, considering it's theory is over forty years old, in the last stand of 'Bloomfield' type linguistics. This justifies the use of Contrastive Analysis as a phonemic transfer predictor of interference errors from the L1 to the L2.

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Appendix N

Report on Rate of Speed of the Delivery of the L2 and Errors of the L2 in Subject #3

By Bradley S. Tice
Pacific Language Institute

Abstract

The rate of speed of speech while reading aloud English L2 passages had a marked effect on phonemic error rates and types. While normal and slow rates of delivery were similar in both frequency and error types, fast L2 speech produced far fewer errors and had the added feature of producing target level L2 suprasegmental sound qualities not heard in either the normal or slow rated speech.

Introduction

During the diagnostic testing of subject #3, a noticeable effect occurred in the fast delivery L2 speech section of the tests that were universal in there application to all four reading tests. A reduction of general and specific phonemic types was noticed, except for the phoneme that had the highest frequency of error, [r], and this brings into question the rate of delivery on phonemic error rates and types.

The following is the diagnostic testing done on subject #3. The first test was done on May 1997 and resulted in the

following data:

Types of phonemic errors. Note the page numbers at the end of each phoneme corresponds to theoretical error types found in contrastive analysis sources (Swan and Smith, 1987 and Cheng, 1987).

	(Swan and Smith)	(Cheng)
[r] pronounced like [l] in all positions.	(page 226)	(page 31)
[l] pronounced like [r] in all positions.	(page 226)	(page 31)
[th] is dropped	(page 225)	(page 31)
[th] pronounced like [d].	(page 225)	(page 31)
[i] is dropped.	n/a	n/a
[l] pronounced like [d].	(page 226)	n/a
[s] omitted in all positions.	n/a	(page 31)
[a] omitted in all positions.	(page 75)	n/a

All of these errors are accounted for in the strong hypothesis of the Contrastive Analysis Theory and the number of each error type per session is recorded below.

Totals of four readings and three rates of speech.

Phoneme Type	Normal	Fast	Slow
[th]			2
[th] (omitted)	1		
[r]	3	3	3
[l]	4		2
[s]	1		1
[i]	1	1	
[a]	1		1

Note: Both [l] and [r] phonemes had the highest rate of frequency of errors. Also the fast rate of speech delivery had the fewest errors and had a high target level of suprasegmental features of L2 speech.

These parallel error rates found in contrastive analysis studies.

Results

What we can infer from these results is the following:

1. The rate of L2 speech delivery is directly in correlation to phonemic error rates and types.

2. The concept of 'fossilization' or natural constraints to learning aspects of a L2 should be revised as clearly this exceeds all current theories on language acquisition as what is occurring is seminal to our understanding of L2 phonetics.

3. Systematicity plays a role in the types of environments the L2 is delivered in context to speaker performance to a variation in L2 tasks.

4. The materials offer a strong emphases on L2 discourse as the variation in delivery style stresses the L2 delivery to the point of a natural domain, i.e. the 'real world' speaker environment is stressed by a non-uniform, i.e. potentially chaotic, environment to interact with and so speech styles become varied.

5. The phonemes with the greatest contrast were those that had the most frequency of appearing, i.e.. [r] phoneme. This supports the strong hypothesis of the Contrastive Analysis theory.

6. The increase in L2 speech rate and the corresponding increase in suprasegmental features to an ideal target level

of the L2 points to a more natural level of L2 discourse style.

What is emphasized from these lists of points is the following:

Environment + Speech Rate = Error Frequency and Types.

Discussion

It is clear that L2 speech rate has a direct effect on error rates and types in regards to traditional L1 to L2 phonemic transfer errors. An interesting development is the high level of target L2 features produced by the fast rate of L2 speech delivery. The errors type decreased in the fast section except for the most frequent of phonemic error types, the [r] phoneme, and was universal in its presence. What can be inferred from this study is that environmental stress plays a part in L2 production quality and that it is this stress that parallels actual L2 environments

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Lado, R. (1957) Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor: University of Michigan.

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Appendix O

Report on Role of Testing Material on L2 Performance in Subject #3

By Bradley S. Tice
Pacific Language Institute

Abstract

The use of Modern English literature as an English L2 assessment test for phonemic L1 to L2 transfer errors will be examined in relation to the test results of subject #3. Such tests afford a simple, yet accurate assessment of L1 to L2 phonemic errors.

Introduction

The use of English literature to form words and phrases, and in sentence forms to act as discourse, provides the researcher and instructor with abundant written matter to form the core of an English L2 verbal assessment. The example in this study is focusing on traditional phonemic transfer errors form the L1 to the L2.

The subject was a Hispanic female and had Spanish as an L1 and English as an L2. The subject was recorded once in May of 1997 and read passages from the following works:

1. Lessing, Sunrise on the Veld.

2. The Black Cottage

3. Shakespeare, Timon of Athens

4. Cohen, The Four Systems "System three fascism"

Each reading was read at the following rates of speed:

a. Normal

b. Fast

c. Slow

From these recordings an analysis of the sounds produced were measured against the written transcript of that reading and marked according to error. This usually was done by a underlining of either a consonant or a vowel in a word and produced a record of errors that could be tabulated and analyzed against theoretical and existing phoneme studies.

Results

The first test was done on May 1997 and resulted in the following data:

Types of phonemic errors. Note the page numbers at the end of each phoneme corresponds to theoretical error types found in contrastive analysis sources (Swan and Smith, 1987 and Cheng, 1987).

	(Swan and Smith)	(Cheng)
[r] pronounced like [l] in all positions.	(page 226)	(page 31)
[l] pronounced like [r] in all positions.	(page 226)	(page 31)
[th] is dropped	(page 225)	(page 31)
[th] pronounced like [d].	(page 225)	(page 31)
[i] is dropped.	n/a	n/a
[l] pronounced like [d].	(page 226)	n/a
[s] omitted in all positions.	n/a	(page 31)
[a] omitted in all positions.	(page 75)	n/a

All of these errors are accounted for in the strong hypothesis of the Contrastive Analysis Theory and the number of each error type per session is recorded below (Lado, 1957).

Totals of four readings and three rates of speech.

Phoneme Type	Normal	Fast	Slow
[th]			2
[th] (omitted)	1		
[r]	3	3	3
[l]	4		2
[s]	1		1
[ɪ]	1	1	
[a]	1		1

Note: Both [l] and [r] phonemes had the highest rate of frequency of errors. Also the fast rate of speech delivery had the fewest errors and had a high target level of suprasegmental features of L2 speech.

These parallel error rates found in contrastive analysis studies.

Results

Because written language can be read aloud to produce an accurate approximation of normal L2 discourse speech the use of a written L2 text has the following strengths:

1. Written language parallels word and phrases used in that language.

2. Larger passages serve as a discourse of normal speech.

3. Written transcripts can be used to analyze spoken aspects of that transcript.

4. Written transcripts serve as ideal models of target L2 phonemic structures of spoken speech when transcribed into IPA symbols.

5. A record of spoken L2 and error rates and types.

Discussion

The use of English literature to form a spoken L2 assessment test is a valid and expansive option that is easy and accurate in testing, evaluating and recording traditional L1 to L2 phonemic errors.

References

Cheng, L.L. (1987) Assessing Asian Language Performance. Rockville: Aspen Publishers, Inc.

Lado, R. (1957) Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor: University of Michigan.

Swan, M. and Smith, B. (1987) Learner English: A Teacher's Guide to Interference and Other Problems. Cambridge: Cambridge University Press.

Appendix P

Report on Evaluation Form on Subject #3

By Bradley S. Tice
Pacific Language Institute

Abstract

The L2 subject was asked to fill out an Evaluation Form after two months of a voice activated personal tape recorder making self-recorded taping in both formal and informal L2 environments. The Evaluation Form was composed of 23 questions of which many were elaborations of previous questions asked and were answered/not answered in that context. 14 out of the 23 were answered and supported those observations by the tester and the recorded L2 environments.

Introduction

The Evaluation Form, a copy of which is in the Appendix, was used after two months of voice activated personal tape recorder making self-recorded conversations by subject #3 in her English L2 informal and formal language environments. They asked questions on social and perceptual differences in using the recording device with associates. Also a self-analysis was asked on speaker behavior and situations with the use of such a device.

Results

The following are the numbered questions that were either answered or not and correspond to the photocopied sample in the appendix.

Q1 Initial discomfort with system. Social consequences resulted from use of recording device.

Q2 n/a

Q3 n/a

Q4 Problem with remembering to turn on tape recorder during conversation periods.

Q5 No interference when recording in environment.

Q6 n/a

Q7 Non-English speaking associates did not like being recorded.

Q8 n/a

Q9 Did record conversations without telling associates.

Q10 No difference in speaking style.

Q11 n/a

Q12 Mostly English, but other languages known to subject and used in conversations.

Q13 Code switching of L1, Mandarin, and L2, English, in both subject and her husband.

Q14 Understands goal of evaluation and research.

Q15 English in informal L2 environments.

Q16 Speaking was at normal style, as supported by tapes.

Q17 No change in recorded environment.

Q18 No change in speech style.

Q19 Exact reason for evaluation.

Q20 n/a

Q21 n/a

Q22 n/a

Q23 n/a

The subject answered 14 out of the total of 23 questions and all questions answered supported the use of the voice activated personal tape recorder as reducing the 'observers paradox' to a minimum. This has long term benefits to recording informal L2 environments were natural speech styles present themselves to the researcher.

Summary

It is clear from the data that except for the non-English speaking associates of subject #3, the changes in L2 style were greatly minimized by the use of a voice activated personal tape recorder. This has great implications to future analysis of the informal L2 environment as such data has not,

until this time, been forthcoming.

Appendix

EVALUATION - ESL

1. **Did you feel comfortable performing these experiments?**

   I was not comfortable at the beginning.
   I always worry that the person whom I spoke with would mind I record our conversation

2. **How so?**

   1

3. **Why not?**

4. **Specifically describe any trouble or problem areas.**

   Most of the time I forgot to on my recorder, only after the conversation that I felt ~~that~~ I missed a great opportunity to record ~~g~~ a great conversation.

5. **Does the recorder interfere with your normal speaking environment?**

   No!

6. **How so?**

7. **Do other people 'act' differently around you when you are using a recorder?**

Yes, especially my non-English speaking friends, they always ask me to stop recording.

8. **How so?**

9. **Do you ever record conversations without other people knowing you are recording?**

Yes!

10. **How do you think recorded versus non-recorded conversations differ?**

No big different, but I will play it back to check how I speak!

11. **How so?**

12. **What type of language environments do you record in?**

Mostly English but sometimes other languages too because they speak to me with other languages but my respond always in Englsh

13. Describe each language environment. Be specific.

My husband would speak English and Mandarin in the same sentences so do to I.

14. Did you understand what is being asked of you for these evaluation tests?

Yes!

15. Please describe what is being asked of you for these tests.

To find out how ESL student use English in unformal environment.

16. Describe how you 'think' you speak and act when you are recording.

Normal, sometimes I may speak louder hopeful Dr. Bradley would know it me that speaking.

17. Do you 'feel' or 'act' differently from your recorded conversations?

no

18. Do you speak differently?

no

19. How so?

I should speak as normal as I can, so that this test would be able to find out what my weaknesses is.

20. What would you add to these experiments?

21. What would you modify or remove?

22. What do you think about this Evaluation Form?

23. Comments:

Appendix Q

Report on Personal Data of Subject #3

By Bradley S. Tice
Pacific Language Institute

Abstract

The personal data of subject #3 was accumulated before language testing commenced and resulted in three distinct groups of information. Part One was biographical data of subject. Part Two was language use and Part Three was goals for L2 (English). From this data an accurate account of language goals and educational and personal background could be categorized and used for a formal assessment of the subject.

Introduction

A Personal Data Form was filled out by the subject before language testing commenced and was used to analyze both the students biological and biographical data, but also language and social goals as well. The form contained 17 questions and was self-administered.

Results

Main points from the Personal Data Form as is follows:

Part 1

a. Country of Origin: Malaysia

b. Number of Years in USA: 2.5 years

c. Original L1: Mandarin

d. Other L2's: Malay, Cantonese, Japanese, and English.

e. Age of Start English L2 Education: 11 years of age.

Part 2

a. Code switching of Mandarin (L1) and English (L2) in informal environments.

b. Bilingual social language environment.

c. Number of years learning English: 18 years.

d. Level of Education: Currently at a 2 year community college.

Part 3

a. All levels of English labelled 'good', except for cultural aspects of English.

b. Goals of improving English pronunciation and grammar, i.e. social aspects of spoken English.

c. Educational goals are to transfer to four year university.

d. Future goals include graduate school and an MBA degree.

e. Goals of English

   1. Communication

   2. International Business

3. Social Life

Summary

This is extremely helpful data in evaluating the language student and subject because it will be integrated into future training sessions that must take into account specific language goals. As this data is easily accessible to the researcher, via the student/subject, it provides for a 'primary' starting point for all research or language instruction.

Appendix

PERSONAL DATA - ESL

Name: Jaclyn Chiew

Date of Birth: 10/17

Country of Origin: Malaysia

Number of Years in USA: 2½ years

Original Language(s): Mandarin

Number of years learning English: 18 years

Formal environment (i.e.) school: Malaysia High School
Singapore In
De Anza College

In-formal environment (i.e.) home: home, with friends
work place

Age first started learning English: 11

Other languages learned/spoken: Mandarin, Malay language, Cantonese.
Japanese.

What language do you use at home: English and Mandarin

What languge do you use with friends or in 'social' situations: English and sometimes Mandarin.

What do you think is your level of English competence:

- **spoken**
  good
- **written**
  good
- **social**
  good
- **cultural**
  okay, not very good
- **reading**
  good
- **listening**
  good

What areas in English would you like to improve:
pronunciation, (American English), common mistakes in Grammer and

What is your current educational goals: To complete my General Education in De Anza so that I could transfer to San Jose State for my Human Resources degree.

What is your future educational goals:
To do MBA

What does the English language mean to you:

Communication, International Business tool and social life.

Appendix R

Unpublished Manuscript

Fossilization and the TARONEosaurus Rex

Bradley S. Tice, Director
Pacific Language Institute

The process of fossilization in the interlanguage has come to represent absolutes or limits of the L2 students ability to acquire the target language regardless of the types of input usually associated with formal L2 learning environments. In the area of L2 phonology the greatest credence, and to a degree misrepresentation, is the work done by Tarone. While Tarone's work has clearly helped in the definitions of interlanguage fossilization, the use of these studies should not be taken as L2 acquisition absolutes of an 'outer boundary' of L2 learning. What Tarone's work does represent is that much of the methods used to educate and test the L2 student are suspect and subject to variability and systematicity.

Tarone has used the research by Dickerson and Dickerson (1977) to show that the [r] phoneme is a systematic, or rule governed, process and is a variability rule for [r] in Japanese ESL students (Tarone, 1982: 74-75). What the Dickerson and Dickerson research described was the evaluation of the [r] phoneme in Japanese ESL students when comparing dialogue or

word-list reading and free speech. The sounds of [r] recorded from the reading was almost 100% correct were as the free speech was 50% correct. Rather than taking this research as being an absolute for the [r] phoneme in Japanese ESL students, it would be more effective if the process of that L2 education methodology was examined and, invariably, the real question to 'why' this fossilization occurred, rather than a theory that blames the Japanese ESL learners acquisition process. The late David Brazil made a point that the alleged difficulties are "due to the way it has been presented rather than to anything in the phenomena itself" (Brazil, 1996: 5).

In evaluating the education of the test subjects in the Tarone example of the error factor of the use of the [r] phoneme in Japanese ESL students it can be assumed that these students were exposed to current formal classroom and language laboratory methods that focused on communicative and translational aspects of the L2 English, but with little or no 'spontaneous' or informal language situations or assessment in those environments. In other words, the students had never been exposed to the environment that would 'produce' the ideal [r] phoneme in English that was tested in the free speech

segments of the test.

More effort should be directed to evaluating L2 input and 'how' that input effects the acquisition of the L2 student. What if these same students were trained in an informal and 'spontaneous-delivery' environment and then retested as before with an increase in the free speech score to 90%. This would certainly change Tarone's parameters for her theory of variability and systematicity and move the boundary or limits of L2 acquisition to a more acceptable levels of the target L2 production. If the data, as interpreted by Tarone, was accepted as 'fact' that such limits of the [r] phoneme in Japanese ESL students were thought to become fossilized 'regardless' of training environments, then a great disservice would be done to those students and the language teaching community as a whole. Fossilization is as much a limit of the L2 output as it is a factor in the limits of the L2 input.

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